



ADDENDUM

AIR UNIVERSITY CATALOG ACADEMIC YEAR 2012-2013

1 OCTOBER 2013

This addendum is to be used in conjunction with the Air University Catalog Academic Year 2012-2013 and is part of that official document. This addendum contains corrections and additions effective 1 October 2013. All changes and additions listed here take precedence over information contained in the Air University 2012-2013 Academic Catalog. All information contained in this addendum is subject to change without notice.

GENERAL INFORMATION		
Page	Reads in 2012-2013 AU Catalog	Should Read – effective 1 October 2013
xx	AUI 36-2201 <i>Scheduling and Conducting Wargames</i> AUI 36-2213 <i>Support of Air University (AU) Education Program Personnel Attending Civilian Institutions by Air Force Reserve Officer Training Corps (AFROTC) Detachments</i> AUI 36-2304 <i>AU Formal Schools</i> AUI 36-2306 <i>Air University Educational Program Review</i> AUI 36-2308 <i>Academic Freedom</i> AUI 36-2313 <i>Air University–Conducted Education Awards Program</i> AUI 36-2324 <i>Air University Distance Learning (DL) Programs</i> AUI 36-2326 <i>Air University Course Establishment, Student Production, Scheduling and Lodging Procedures</i>	AUI 36-2201 <i>Wargaming</i> AUI 36-2613 <i>Support of Air University (AU) Education Program Personnel Attending Civilian Institutions by Air Force Reserve Officer Training Corps (AFROTC) Detachments</i> AUI 36-2604 <i>AU Formal Schools</i> AUI 36-2606 <i>Air University Educational Program Review</i> AUI 36-2608 <i>Academic Freedom</i> AUI 36-2813 <i>Air University–Conducted Education Awards Program</i> AUI 36-2624 <i>Air University Distance Learning (DL) Programs</i> AUI 36-2626 <i>Air University Course Establishment, Student Production, Scheduling and Lodging Procedures</i>
xxi	AUI 36-2327 <i>Grading and Course Numbering for Air University Degree Programs</i> AUI 36-2328 <i>Air University Honorary Degrees (PA) (IC 6/19/2009)</i> VA 36-1 <i>Air University Commander on Equal Opportunity and Treatment</i> VA 90-1 <i>The Fraud, Waste, and Abuse Kit</i> VA 90-301 <i>Air University Inspector General</i> Academic Integrity. (See Air University Instruction [AUI] 36-2309, <i>Academic Integrity</i> .)	AUI 36-2627 <i>Grading and Course Numbering for Air University Degree Programs</i> AUI 36-2628 <i>Air University Honorary Degrees (PA) (IC 6/19/2009)</i> AUVA 36-2701 <i>Air University Equal Opportunity Policy</i> AUVA 90-302 <i>Preventing Fraud, Waste, and Abuse (FWA)</i> VA 90-301 <i>Air University Inspector General</i> Academic Integrity. (See Air University Instruction [AUI] 36-2609, <i>Academic Integrity</i> .)
xxii	Admission and Enrollment. (See AUI 36-2317, <i>Air University Degree Granting and Accreditation</i> .) Grading Policy for Degree Programs. (See AUI 36-2327, <i>Grading and Course Numbering for Air University Degree Programs</i> .) AU Definition of a Credit Hour. (See AUI 36-2304, <i>AU Formal Schools</i> , paragraph 3.)	Admission and Enrollment. (See AUI 36-2617, <i>Air University Degree Granting and Accreditation</i> .) Grading Policy for Degree Programs. (See AUI 36-2627, <i>Grading and Course Numbering for Air University Degree Programs</i> .) AU Definition of a Credit Hour. (See AUI 36-2604, <i>AU Formal Schools</i> , paragraph 3.)
xxiv	<ul style="list-style-type: none"> The right to open and free expression of thoughts and concepts in an environment of academic freedom. See AUI 36-2308, <i>Academic Freedom</i>. The right to ownership of appropriate intellectual property. See AUI 36-2309, <i>Academic Integrity</i>. 	<ul style="list-style-type: none"> The right to open and free expression of thoughts and concepts in an environment of academic freedom. See AUI 36-2608, <i>Academic Freedom</i>. The right to ownership of appropriate intellectual property. See AUI 36-2609, <i>Academic Integrity</i>.

xxv	AU Policy. a. ...published under authority of AFI 26-2301.	AU Policy. a. ...published under authority of AFI 36-2301, <i>Developmental Education</i> .																				
xxix	Selection. See AFI 36-2301, <i>Professional Military Education....</i>	Selection. See AFI 36-2301, <i>Developmental Education....</i>																				
16, 2 nd para.	The Grand Strategy Program (GSP)... which the GSP...	...the Grand Strategy Concentration (GSC)...which the GSC....																				
AIR UNIVERSITY GRADUATE PROGRAMS																						
SCHOOL OF ADVANCED AIR AND SPACE STUDIES																						
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33	SYLLABUS <table><tr><td>Course Number and Title</td><td>Semester Hours</td></tr><tr><td>SAASS 627 History of Airpower I</td><td>4</td></tr><tr><td>SAASS 628 History of Airpower II</td><td>4</td></tr><tr><td>SAASS 632 Strategy and Coercion</td><td>4</td></tr><tr><td>SAASS 644 Irregular Warfare and Terrorism</td><td>3</td></tr></table>	Course Number and Title	Semester Hours	SAASS 627 History of Airpower I	4	SAASS 628 History of Airpower II	4	SAASS 632 Strategy and Coercion	4	SAASS 644 Irregular Warfare and Terrorism	3	SYLLABUS <table><tr><td>Course Number and Title</td><td>Semester Hours</td></tr><tr><td>SAASS 627 Airpower I: The Age of Total War</td><td>4</td></tr><tr><td>SAASS 628 Airpower II: The Age of Limited War, Retrenchment, and Revolution in Military Affairs</td><td>4</td></tr><tr><td>SAASS 632 Foundations of International Politics</td><td>4</td></tr><tr><td>SAASS 644 Irregular Warfare</td><td>3</td></tr></table>	Course Number and Title	Semester Hours	SAASS 627 Airpower I: The Age of Total War	4	SAASS 628 Airpower II: The Age of Limited War, Retrenchment, and Revolution in Military Affairs	4	SAASS 632 Foundations of International Politics	4	SAASS 644 Irregular Warfare	3
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34	SAASS 601 Foundations of Strategy 3 Semester Hours This is a “tools” course that provides a background and understanding of decision-making theories and strategy. These tools allow the student to better analyze airpower theories, ideas, issues, and concepts. Defense planning issues are discussed to illustrate decision-making challenges and issues pertinent to future airpower strategists.	SAASS 601 Foundations of Strategy 3 Semester Hours This course is an interdisciplinary examination of the theories, methods, and concepts that inform the art and science of strategy and decision making. It draws upon some of the finest writings from a variety of sources to include the study of politics, history, economics, organizational behavior, science, culture, and morality. Students will read widely and be exposed to a number of ways humans think about social phenomena.																				
34	SAASS 627 History of Airpower I 4 Semester Hours This course examines the historical development of air and space power in terms of organizations, technology, doctrine, and application. It provides an experiential database required for students to evaluate the theory and practice of airpower. Theories of Giulio Douhet, Hugh M. Trenchard, Billy Mitchell, Alexander P. de Seversky, and Sir John C. Slessor, among others, are studied in detail. The transition point to the second course in the sequence (History of Airpower II) is governed by the staff ride, a field trip to the locations where the historical events occurred. This year, the staff ride will explore airpower in France surrounding the Normandy invasion during World War II. The staff ride will also include a visit to the Verdun battlefield of World War I, which many consider to be the cradle of modern airpower. Hence, the history sequence will break with the end of World War II.	SAASS 627 Airpower I: The Age of Total War 4 Semester Hours This course examines the historical development of airpower and strategy in the crucible of the two world wars and the early Cold War. It also explores a number of key issues dealing with airpower development and employment during that period. The course is organized around a series of core books, selected for their impact upon airpower’s theoretical development, contribution to our understanding of airpower’s impact on events, or issues worthy of discussion and examination.																				

34	SAASS 628 History of Airpower II 4 Semester Hours This course analyzes the development of air and space power theory and history from the end of World War II to the present. It examines the theories of John Warden and others as well as effects-based operations and compares them with the practice of airpower over the past 60 years. The coercion theories of SAASS 632 also undergo the practical scrutiny of historical experience.	SAASS 628 Airpower II: The Age of Limited War, Retrenchment, and Revolution in Military Affairs 4 Semester Hours This course bridges the historical experience of airpower's youth and adolescence (1914–55) and the maturation of the United States Air Force as an independent service. Proxy wars under the nuclear umbrella, decolonization, rapid technological change, and the uncertain international environment following the fall of the Iron Curtain and the outbreak of the “global war on terrorism” all shaped—and were shaped by—the air weapon. The theme of this course is a familiar one: a consideration of the interaction between airpower and strategy, writ large.
34	SAASS 632 Strategy and Coercion 4 Semester Hours This course examines contemporary theories of international politics and the role of force in international relations. It focuses on deterrence and compellence; crisis stability; strategic nuclear offense, defense, and proliferation; conventional strategic air attack; force projection; and the adaptation of US grand strategy to changes in the international distribution of power.	SAASS 632 Foundations of International Politics 4 Semester Hours This course stems from the conviction that one cannot do strategy without a working knowledge of international politics and the role of force in international life. It orbits around two big theoretical questions: How does the world hang together? And what role does force play in the world? In formulating answers, students read widely from the theoretical canon that governs the contemporary study of international politics. Topics include theories of international politics, coercion, international political economy, and international ethics.
35	SAASS 643 Strategy and Campaign Planning 4 Semester Hours This course examines both the substance and process for making strategy and applies it to a real-world situation through a war game. The military decision-making process receives a thorough review, as does the process of formulating commander's intent and translating that to a campaign plan. The unique approach to campaign planning taken by the different services receives treatment. The joint war game includes participants from other advanced study groups—Army, Navy, and Marine. The course includes seminar sessions with Air Force senior mentors to clarify course concepts in the context of current planning and operations.	SAASS 643 Strategy and Campaign Planning 4 Semester Hours This course serves as the capstone course for the SAASS year. Students evaluate the substance and processes for making strategy in the real world and the difficulty associated with solving ill-structured, complex problems. Students also analyze various strategies throughout history using modern campaign concepts. Furthermore, students explore and evaluate the latest developments in Adaptive Planning and Execution (APEX), the joint operation planning process (JOPP), and operational design. The course includes seminar sessions with Air Force senior mentors to clarify course concepts in the context of current planning and operations and culminates with a multi-world realistic wargame.
35	SAASS 644 Irregular Warfare and Terrorism 3 Semester Hours This course develops the theory of small wars and examines the use of airpower in nonstate warfare with a particular emphasis on revolutionary and counterrevolutionary insurgent warfare. The phenomenon of terrorism and the “global Salafist jihad” of radical Islam	SAASS 644 Irregular Warfare 3 Semester Hours This course develops all facets of irregular warfare, including terrorism, insurgency, revolution, and civil wars. Particular attention is paid to the role that geography, ideology (including violent extremism), technology, and grievances play in starting and

	also receive treatment.	sustaining irregular groups. Lessons within the course also devote significant attention to combating and defeating irregular threats and the challenges and opportunities associated with them.												
MASTER OF STRATEGIC STUDIES AIR WAR COLLEGE Resident Program														
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36	Learning Outcomes. The AWC resident program produces graduates who are able to <ul style="list-style-type: none">• lead successfully at the strategic level in a joint and coalition environment, exhibiting the traits essential to the profession of arms and promoting the proper strategic employment of airpower;• develop military strategies that, in concert with other instruments of national power, achieve the goals of national security strategy;• analyze complex political-military situations and clearly articulate strategic thought, orally and in writing, from a joint perspective;• capitalize, as senior leaders, upon diverse personal and professional relationships forged from the broader education.	Learning Outcomes. The AWC resident program produces graduates who are able to <ul style="list-style-type: none">• lead successfully as senior officers in joint, coalition, and interagency environments, exhibiting the traits essential to the profession of arms and promoting the proper employment of airpower capabilities;• analyze complex political-military situations in order to influence senior level decision making by clearly articulating critical thought through written and oral communication;• develop and shape military strategies which, in concert with other instruments of national power, achieve national security strategy objectives; and• capitalize, as senior leaders, upon diverse personal and professional relationships forged from the broader AWC educational experience.												
37	Eligibility. Reference AFI 36-2301, <i>Professional Military Education....</i>	Eligibility. Reference AFI 36-2301, <i>Developmental Education....</i>												
38	SYLLABUS <table><tr><td>Course Number and Title</td><td>Semester Hours</td></tr><tr><td>EL 6000 Elective(s)</td><td>4</td></tr><tr><td>Total</td><td>35</td></tr></table>	Course Number and Title	Semester Hours	EL 6000 Elective(s)	4	Total	35	SYLLABUS <table><tr><td>Course Number and Title</td><td>Semester Hours</td></tr><tr><td>EL 6000 Elective</td><td>2</td></tr><tr><td>Total</td><td>33</td></tr></table>	Course Number and Title	Semester Hours	EL 6000 Elective	2	Total	33
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39	Grand Strategy Program. The Grand Strategy Program (GSP) is....The program examines.... Those selected for this program are.... GSP is a volunteer program.... Interested officers are encouraged to speak with the GSP director.... The AWC commandant will approve all selections for GSP enrollment. Course descriptions for the GSP follow the regular program course descriptions.	Grand Strategy Concentration. The Grand Strategy Concentration (GSC) is.... The concentration examines.... Those selected for this concentration are....The GSC is a volunteer concentration.... Interested officers are encouraged to speak with the GSC director.... The AWC commandant will approve all selections for GSC enrollment. Course descriptions for the GSC follow the regular concentration course descriptions.												
39	SYLLABUS <table><tr><td>Course Number and Title</td><td>Semester Hours</td></tr><tr><td>LD 6250 Philosophy and Ethics for Strategic Leaders</td><td>2</td></tr><tr><td>NS 6350 National Security Policy</td><td>3</td></tr></table>	Course Number and Title	Semester Hours	LD 6250 Philosophy and Ethics for Strategic Leaders	2	NS 6350 National Security Policy	3	SYLLABUS <table><tr><td>Course Number and Title</td><td>Semester Hours</td></tr><tr><td>LD 6250 Functions of Senior Leadership</td><td>2</td></tr><tr><td>NS 6350 National Security Policy</td><td>4</td></tr></table>	Course Number and Title	Semester Hours	LD 6250 Functions of Senior Leadership	2	NS 6350 National Security Policy	4
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NS 6350 National Security Policy	4													

	FS 6450 Foundations of Strategy 6 WF 6550 Campaign Design and Execution 3 Total 36	FS 6450 Foundations of Strategy 5 WF 6550 Campaign Design and Execution 4 Total 34
42, 1 st and 2 nd paragraphs	<p>During the Warfighting curriculum, students will synthesize and evaluate current and emerging joint war-fighting/enabling capabilities with special emphasis on the employment and sustainment of air, space, and cyberspace forces in a joint, interagency, and multinational military environment. The course analyzes how weapons of mass destruction/effects (WMD/E); information operations (IO); cyberspace operations; security, stability, transition, and reconstitution (SSTR); joint intelligence; joint logistics; and strategic communications are integrated to support the national military and national security strategies across the spectrum of national security threats.</p> <p>Additionally, students analyze the concepts of theater campaign plans, design, and the joint operation planning process, through which combatant commanders set the military conditions for attaining national and coalition objectives as both a supported and supporting instrument of power. The intent is to prepare each AWC student for agile, proactive, and future-focused national security planning. International Fellow resident diploma pass/fail grade status for this course will be coded as “-P” after the course number.</p>	<p>During the Warfighting curriculum, students will synthesize theater strategies, joint operations plans, and campaign plans that translate national military strategy into unified and multinational operations using joint doctrine. Additionally, they will synthesize current and emerging joint warfighting capabilities across the range of military operations to include the employment of air, space, and cyberspace forces in support of the unified commanders.</p> <p>Students will also analyze the issues associated with the application of joint forces throughout the continuum of conflict from the perspective of a unified commander to include the employment of air, space, and cyberspace forces as supporting instruments of power. The intent is to present students with an opportunity to apply the knowledge and skills derived from the Strategy, Leadership, and National Security Decision Making courses to a number of “wicked problems” in the form of historical examples and a realistic planning exercise. They will use critical and creative thinking, viewed through the lens of operational design, to enhance their knowledge and develop new skills essential to functioning as a senior leader.</p>
42, last paragraph	<p>The Regional and Cultural Studies (RCS) course is an integral part of the curriculum, preparing senior leaders to evaluate the socioeconomic, political, cultural, and security issues within a particular region. To meet the challenges of the air and space expeditionary force, the RCS course provides students the opportunity to evaluate an area of the world where a unified combatant commander must implement the national military strategy in support of US security policy. The RCS course provides the opportunity for students to gain unique perspectives by studying and visiting one of approximately 13 regions. During the third term, students complete 32 classroom hours (16 instructional periods) of focused academic preparation. The regional field study allows students to discuss security policy issues with senior political, military, cultural, and academic leaders. Logistics, administrative preparation, and travel planning for the regional field research are accomplished throughout the academic year. International Fellow resident diploma pass/fail grade status for this course will be coded as “-P” after the course number.</p>	<p>The Regional and Cultural Studies (RCS) course is an integral part of the curriculum, preparing senior leaders to evaluate the economic, political, cultural, and security issues within a particular region. The RCS course provides the opportunity for students to gain unique perspectives by studying and visiting one of approximately 12 international regions and, for International Fellows, three US locations. The students complete 30 classroom hours of focused academic preparation, followed by regional field study that allows students to discuss security policy issues with senior political, military, cultural, and economic officials.</p>

43	<p>WG 6800 Global Challenge Wargame 2 Semester Hours</p> <p>AWC conducts this six-day unclassified capstone war game (set 10 years in the future) at the strategic and operational levels with full play by every student and the faculty. As a summative application of the knowledge, skills, and attributes gained during the academic year, the Global Challenge (GC) mission focuses on experiential learning versus doctrinal experimentation and research. With that mission, it challenges students to assess (critically think, creatively address, and decisively communicate) complex scenarios in a timeconstrained environment, prepare and defend courses of action, and pursue national objectives using all the instruments of national power (diplomatic, informational, military, and economic while applying an understanding of regional cultural issues) as directed by the GC president (a faculty member). Faculty teams and subject-matter experts manually adjudicate game play to ensure synthesis of critical issues affecting national policy within the various regions of the world. The faculty's mission in directing game play and adjudicating student actions is to shape game inputs that realistically reinforce JPME and AWC learning objectives. As objectives are met, the game continues its spiral development by presenting continual challenges to test student critical thinking and synthesis of the instruments of national power. The war game is graded pass/fail.</p>	<p>WG 6800 Global Challenge Wargame 2 Semester Hours</p> <p>Global Challenge is Air War College's capstone exercise conducted during the last week of classes. The five-day exercise requires students to demonstrate mastery of concepts taught over the course of the academic year. Students must critically analyze complex political-military situations and articulate recommendations at the national-strategic and theater-strategic levels of war. Each student seminar plays the role of a "council of colonels" that has been assembled to provide recommendations to strategic leaders. Senior faculty panels, assisted by seminar teaching teams, evaluate specific learning outcomes derived from each core curriculum course.</p>
44	Grand Strategy Program Course Descriptions	Grand Strategy Concentration Course Descriptions
44, 1 st paragraph	This will provide students with valuable comparative context for the subsequent study of American strategy in the GSP National Security Policy course.	This will provide students with valuable comparative context for the subsequent study of American strategy in the GSC National Security Policy course.
44-45	<p>RE 6150 Research 5 Semester Hours</p> <p>The GSP research program is designed to allow students to perform in-depth critical analysis on a focused topic of US national security interest. The research topic changes each academic year and is chosen by the GSP faculty in concert with the chief of staff of the USAF's Strategic Studies Group. The research program is focused on improving students' argumentation and expression skills while they explore relevant strategic and operational issues. Students must produce a professional studies paper (PSP) of approximately 20 pages that does not exceed 5,000 words. The chair of the Air War College Department of Strategy approves all faculty advisors for the GSP student PSPs.</p>	<p>RE 6150 Research 5 Semester Hours</p> <p>The GSC research program is designed to allow students to perform in-depth critical analysis on a focused topic of US national security interest. The research topic changes each academic year and is chosen by the GSC faculty in concert with the CSAF's Strategic Studies Group. The research program is focused on improving students' argumentation and expression skills while they explore relevant strategic and operational issues. Students must produce a professional studies paper (PSP) that does not exceed 5,000 words.</p>

45	<p>LD 6250 Philosophy and Ethics for Strategic Leaders 2 Semester Hours</p> <p>This course evaluates the skills needed to lead in a joint, intergovernmental, interagency, and multinational strategic environment. It focuses in particular on the complexities and unique challenges involved in leadership at the senior level. Through a series of historical and contemporary case studies, students examine senior leader character and decision making, the impact of ethics on senior leadership, the role of the senior leader as an agent of organizational transformation and change, failures in leadership, and leadership in extremis.</p>	<p>LD 6250 Functions of Senior Leadership 2 Semester Hours</p> <p>This course analyzes and evaluates the key aspects of strategic (senior) leadership so as to facilitate critical thinking, peer-to-peer discussions, and professional reflection focused upon concepts, frameworks, logic, and techniques that develop senior leaders of character prepared to lead in joint, combined, interagency, and multinational environments. It focuses in particular on the complexities and unique challenges involved in leadership at the senior level. Through a series of seminar discussions as well as off-site strategic engagements, students will examine senior leader character and decision-making, the impact of ethics on senior leadership, the role of the senior leader as an agent of organizational transformation and change, failures in leadership, and leadership in extremis. In addition, the course will highlight the five essential functions of senior leadership: sense making, relating, visioning, inventing, and negotiating. The pedagogical premise upon which the course rests is one that combines theory, relevant readings, and field study (strategic engagements) in a manner that reinforces important principles of senior leadership.</p>
45	<p>NS 6350 National Security Policy 3 Semester Hours</p> <p>This course examines the context and processes for the development of American national security strategy and policy and the use of the nation's instruments of power in support of that strategy and policy. It begins with an examination of the history of American national security strategy and contemporary debates regarding the future orientation of this strategy. It then assesses the influence of various institutions and factors, such as Congress, government agencies, interest groups, the media, and public opinion, on the national security decision-making process. To enhance the practical elements of the curriculum, the course includes a trip to Washington, DC, involving visits to government institutions and agencies as well as nongovernmental entities involved in the development of American national security policy.</p>	<p>NS 6350 National Security Policy 4 Semester Hours</p> <p>This course examines the context and processes for the development of American national security strategy and policy and the use of the nation's instruments of power in support of that strategy and policy. It begins with an examination of the history of American national security strategy and contemporary debates regarding the future orientation of this strategy. It then assesses the influence of various institutions and factors, such as Congress, government agencies, interest groups, the media, and public opinion, on the national security decision-making process. To enhance the practical elements of the curriculum, the course includes a trip to Washington, DC, involving visits to government institutions and agencies as well as nongovernmental entities involved in the development of American national security policy. Every effort will be made to ensure that the GSC curriculum incorporates certain activities outside the confines of the normal classroom that are designed to expose students to senior military decision and policy makers. One such expected event is a TDY considered to be part of the course. This trip is anticipated to take</p>

		place in and around the national capital region to interface with Department of Defense and joint military strategic planners, senior strategy and policy planners on the National Security Council staff, senior policy planners in the Department of State, and certain members of influential and varied think tanks.
46, 1 st paragraph	This course is offered to GSP students only.	This course is offered to GSC students only.
46	FS 6450 Foundations of Strategy 6 Semester Hours The GSP FS course differs from the core curriculum course....	FS 6450 Foundations of Strategy 5 Semester Hours The GSC FS course differs from the core curriculum course....
46	WF 6550 Campaign Design and Execution 3 Semester Hours	WF 6550 Campaign Design and Execution 4 Semester Hours
47	RS 6600 Regional and Cultural Studies 4 Semester Hours The Regional and Cultural Studies (RCS) course is an integral part of the curriculum, preparing senior leaders to evaluate the socioeconomic, political, cultural, and security issues within a particular region. To meet the challenges of the air and space expeditionary force, the RCS course provides students the opportunity to evaluate an area of the world where a unified combatant commander must implement the national military strategy in support of US security policy. The RCS course provides the opportunity for students to gain unique perspectives by studying and visiting one of approximately 13 regions. During the third term, students complete 32 classroom hours (16 instructional periods) of focused academic preparation. The regional field study allows students to discuss security policy issues with senior political, military, cultural, and academic leaders. Logistics, administrative preparation, and travel planning for the regional field research are accomplished throughout the academic year. GSP students participate in the core RCS program with students from the rest of the AWC student body.	RS 6600 Regional and Cultural Studies 4 Semester Hours The Regional and Cultural Studies (RCS) course is an integral part of the curriculum, preparing senior leaders to evaluate the economic, political, cultural, and security issues within a particular region. The RCS course provides the opportunity for students to gain unique perspectives by studying and visiting one of approximately 12 international regions and, for International Fellows, three US locations. The students complete 30 classroom hours of focused academic preparation, followed by regional field study that allows students to discuss security policy issues with senior political, military, cultural, and economic officials.
48, 1 st paragraph	In the past, GSP students participated.... ...and the students apply the broader themes of the GSP to analyze....	In the past, GSC students participated.... ... and the students apply the broader themes of the GSC to analyze....
48, 2 nd paragraph	Comprehensive oral exams are designed to assess a student's synthesis of the entire GSP curriculum. A panel ... single GSP student. The student must demonstrate a high level of synthesis for all GSP courses....	Comprehensive oral exams are designed to assess a student's synthesis of the entire GSC curriculum. A panel...single GSC student. The student must demonstrate a high level of synthesis for all GSC courses....
49	Insert effective 1 October 2013: EL 6212 God and Country: Church, State, and the American Military 2 Semester Hours This course explores contemporary issues where American religious and military institutions, cultures, and practices intersect, particularly as they pertain to senior leaders. The course also covers the development of religion in America, particularly in relation to the state and military.	

52	<p>Insert effective 1 October 2013: EL 6242 Civil-Military Relations and Senior Leadership 2 Semester Hours</p> <p>This course examines the concept of civil-military relations as expressed in the relations between senior civilian and military leaders. Is there a clear distinction between the roles and responsibilities of senior civilian and military leaders? Are officers professionals in whose realm civilians are ill-equipped and ill-advised to meddle? Does military professionalism extend to the strategic realm of policy? These questions are theoretically examined, through case studies and historical examination. The students will develop their own points of view on these fundamental questions in an exam to be completed on the final day of class.</p>
52	<p>Insert effective 1 October 2013: EL 6244 From Good to Great—Continuous Process Improvement for Strategic Leaders 2 Semester Hours</p> <p>This course is designed for highly motivated students who see the need to improve military processes but question the direct applicability of business practices to the military environment. The course focuses on continuous process improvement (CPI) in a military context while avoiding a litany of Japanese terms (<i>gemba</i>, <i>andon</i>, <i>kaizen</i>, <i>heijunka</i>, <i>kanban</i>, etc.) or hours spent perfecting Balanced Scorecard PowerPoint briefings. In a leadership environment characterized by decreasing budgets, personnel shortages, and aging equipment, pressure to find efficiencies while improving effectiveness will only grow. Through the study of books written by some of the most respected authors in the field, guest speakers, visual media, site visits, and classroom discussion, students will gain a practical understanding of CPI.</p>
54	<p>Insert effective 1 October 2013: EL 6341 Diplomacy and Breakthrough Negotiations 2 Semester Hours</p> <p>This course will provide students in-depth and first-hand insights into the role of diplomacy in international relations, with emphasis on breakthrough negotiations. Cases covered will be mostly those in which negotiations were either a consequence of war or were connected to significant military deployments. The interplay between military and civilian roles and objectives will be a recurring theme—especially in these in-depth studies: (1) The Dayton Accords; (2) the Panama Canal Treaties; and (3) The US/Egypt/Israel Camp David Accords.</p>
54	<p>Insert effective 1 October 2013: EL 6351 Power, Freedom, and Conflict: Foundations of International Politics 2 Semester Hours</p> <p>Contemporary conceptions of the state, democracy, human rights, the international system, and the appropriate goals of national security policy are the outcome of longstanding debates between the great thinkers in our political tradition. In this course students will read and discuss selected writings in political philosophy, history, and literature and practice applying them to contemporary approaches to international politics that have been introduced in Foundations of Strategy and National Security and Decision Making. Some of the questions to tackle include the following: (1) How does the political community educate good citizens? (2) And good soldiers? (3) Are they the same thing? (4) What is the proper goal or purpose of a political community? (6) Does it have a goal or purpose different from the goals or purposes of its members? (7) How do we reconcile conflicting goals and purposes? (8) Do these goals and purposes stay the same from age to age, or do they change? (9) Is there political “progress?” (10) Is there such a thing as a “state of nature?” (11) Can relations between different political communities ever transcend the state of nature?</p>
55	<p>Insert effective 1 October 2013: EL 6463 Coalition Warfare in Grand Strategy 2 Semester Hours</p> <p>Increasingly, one hears the lament that in times of conflict, coalitions cause more problems than they solve. Coalitions, we are told, can be kept to a bare minimum or eliminated altogether. However, the history of coalitions and of warfare suggests otherwise. This course challenges the notion that coalitions are the weaker form of organizing and conducting warfare. Rather, history shows that coalition warfare, when</p>

	properly conceived and conducted, is the more powerful, flexible, and resilient form of warfare. Yet coalition warfare, for all its strengths, does bring with it numerous challenges and potential pitfalls of which the military professional must be aware.	
57	Insert effective 1 October 2013: EL 6487 Strategy, Technology, and War 2 Semester Hours War is both a profoundly human and technological phenomenon. Innovations in weapon technology and employment can change the conduct and outcome of battle, with tremendous consequences for societies. At the same time, cultural, industrial, and bureaucratic factors in society shape the form and function of military technology. Consequently, the course is a focused study of the drivers of military innovation and change. The course analyzes the process of innovation and change at multiple levels: conceptual, societal, resource driven, organizational, and individual. While following a loosely chronological organization, the course will not cover military innovation and change during all periods and places. Instead, it incorporates 10 key books providing different perspectives and approaches to understanding military innovation as well as its intersection with national power and strategy.	
59	EL 6545 Special Operations (Classified, US Personnel)	EL 6545 Special Operations 101 (Classified, US Personnel) (title change only)
59	Insert effective 1 October 2013: EL 6547 Logistics of Waging War 2 Semester Hours Forming the bridge between the nation's economic resources and its war fighting forces, Department of Defense logistics is "the process of planning and executing the projection, movement and sustainment, reconstitution, and redeployment of operating forces in the execution of national security policy." The purpose of logistics is to create, sustain, and deliver support for combat power. The challenge is to create the maximum combat effectiveness within the constraints imposed by our nation's resources. This elective examines lean thinking processes and logistics issues including acquisition, sustainment, and movement of forces that affect military, especially air, space, and cyberspace, combat power.	
60	EL 6554 Space Operations	EL 6554 Space Operations (Classified, US Personnel) (title change only)
61	Insert effective 1 October 2013: EL 6582 Nonlethal Weapons: Support to Twenty-First Century Warfare and Homeland Defense 4 Semester Hours This course is a combination of integrated lectures, in-class exercises, and a range period that provides field commanders, staff planners and those who support the war fighter with information on the utility and limitations of nonlethal weapons (NLW). It covers all NLW technologies being assessed, developed, and fielded by the Department of Defense (DOD). Additionally, the medical, legal, ethical, political, and public perception issues are analyzed to provide students an appreciation for the planning factors that must be considered prior to employing NLWs.	
63	EL 6749 China's Use of Force: A Case Study of a Nonwestern Approach to Warfare	EL 6749 China's Use of Force: Past, Present, and Future (title change only)
64	Distinguished Lecture Series. The Distinguished Lecture Series (DLS) consists of approximately 25 distinguished speakers who address the class throughout the academic year. Speakers come from the highest levels of government, military services, the press, nongovernmental organizations, and industry. They are also selected based on their stature (former prisoners of war or Medal of Honor recipients) or for	Commandant's Lecture Series. The Commandant's Lecture Series generally include two types of invited speakers: (1) senior governmental civilians (DOD, DOS, DHS, etc.) and general/flag officers from the US government and allied countries; and (2) respected and recognized individuals from across society to include such professions as industry, media, politics, entertainment, and

	their expertise on current issues.	sports. Senior governmental civilians and general/flag officers will engage students on some of the most challenging topics they will face as senior leaders, generally relating to their own current and previous governmental positions and leadership experiences. These senior officers will also often include specific discussions about their expectations of new senior leaders. This second category of speakers is designed to broaden students' experiences, exposing them to diversity of thought and providing additional tools for tackling the complex challenges of their future leadership roles. Speakers may engage the students on topics ranging from motivational stories of inspiration and perseverance to civilian organizational leadership, business success/failure, and stories of innovation.
MASTER OF MILITARY OPERATIONAL ART AND SCIENCE AIR COMMAND AND STAFF COLLEGE Resident Program		
Page	Reads in 2012-2013 AU Catalog	Should Read – effective 1 October 2013
66	Eligibility. Reference Air Force Instruction (AFI) 36-2301, <i>Professional Military Education....</i>	Eligibility. Reference Air Force Instruction (AFI) 36-2301, <i>Developmental Education....</i>
71	Insert effective 1 October 2013: EI 5510 Embassy Immersion Program <div style="text-align: right;">6 Semester Hours</div> <p>The Embassy Immersion Program is a special course taken in lieu of two of the core courses. It is designed to increase officers' interagency coordination capabilities within the Expeditionary Air Force. Students will utilize the prerequisite ACSC language course and research paper as well as a one-week interagency trip to Washington, DC, to prepare for a five-week-long temporary duty in a US embassy abroad. During their time at the embassies, students will work host-nation issues within the political sections. Students will also attend country team meetings to see how an ambassador runs his or her interagency team to carry out US policies in that country. The program cultivates a fundamental understanding of the embassy functions, environment, actors, and issues that support our national security objectives. It also provides career-broadening education, equips students with a solid foundation of embassy affairs, and provides the knowledge to critically examine current and future political-military operations and their application at the strategic and operational levels. After returning from the embassy, each student is required to turn in a paper and give a presentation about his or her embassy immersion experience.</p>	
71	Cross-Domain Operations Concentration. The Cross-Domain Operations Concentration is an advanced program open to a limited number of selected students that centers on the planning, execution, and integration of air, space, and cyberspace operations. The concentration centers on real-world operations and current best practices in all three domains, including a number of hands-on, experiential learning opportunities. The intent of this concentration is to prepare students for future operational and command assignments that require advanced	Cross-Domain Operational Strategist Concentration. The Cross-Domain Operational Strategist Concentration is an advanced program open to a limited number of select students that introduces students to challenges associated with planning and executing operations across domains. The concentration explores the conceptual frameworks shaping campaigns and operations across six domains (air, land, sea, space, electromagnetic spectrum, and human) at the operational level of war.

	knowledge and synthesis of the capabilities, methods, and challenges associated with operations in and across air, space, and cyberspace. The concentration specifically addresses both planning and execution in each of the three domains in question separately as well as driving the participating students to integrate across domains to analyze and resolve a range of operational challenges.	
72	International Officer Program. International officers have attended ACSC annually since 1946. During its 54-year history, the college has graduated more than 2,500 international officers from 92 nations. Before attending this college, international officers attend a six-week preparatory course conducted jointly by the International Officer School and ACSC. This course increases the officers' ability to speak and understand the English language while familiarizing them with the US Air Force organization and mission. During their stay, international officers participate in field trips that supplement the curriculum objectives.	International Officer Program. International officers have attended ACSC annually since 1946. During its history, the college has graduated more than 2,600 international officers from approximately 100 nations. Before attending this college, international officers attend a six-week preparatory course conducted jointly by the International Officer School (IOS) and ACSC. This course increases the officers' ability to speak and understand the English language while familiarizing them with the US Air Force organization and mission. During their stay, international officers participate in field trips that supplement the curriculum objectives.
73, 2 nd line	...in accordance with AFI 10-248, <i>Air Force Fitness Program</i>in accordance with AFI 36-2905, <i>Fitness Program</i> .
MASTER OF MILITARY OPERATIONAL ART AND SCIENCE AIR COMMAND AND STAFF COLLEGE Online Master's Program		
Page	Reads in 2012-2013 AU Catalog	Should Read – effective 1 October 2013
73	Facilitated Online Master's Program	Online Master's Program
75	Insert effective 1 October 2013: Joint Warfare Concentration. The Joint Warfare Concentration is specifically designed to prepare majors for the increased leadership and joint duty responsibilities they will face as they progress through their careers in the USAF. Graduates of this concentration will receive credit for IDE, JPME Phase I, and a master of military operational art and science degree.	
75	Eligibility-Leadership Concentration. At this time, eligible personnel include only USAF active duty O-3s who <ul style="list-style-type: none"> • have total active federal commissioned service of six or more years, • have completed SOS (resident or nonresident), and • have not obtained a master's degree. 	Leadership Concentration. This concentration is specifically designed to prepare captains for the leadership responsibilities they will face as they progress through their careers in the USAF. The academic program consists of 11 courses (seven core and four concentration) for a total of 33 semester hours of credit. Students graduating from the leadership concentration will receive the master of military operational art and science degree and get a jump-start on their PME requirements. Eligibility-Leadership Concentration. Eligibility. <ul style="list-style-type: none"> • USAF active duty Captains who <ul style="list-style-type: none"> ○ have total active federal commissioned service of six or

		<ul style="list-style-type: none">more years,<ul style="list-style-type: none">○ have completed SOS (resident or nonresident), and○ do not have a master's degree.• ANG and AFRC members in the grade of Captain who are selected by their Command Officer Professional Military Education personnel.								
75	Insert effective 1 October 2013: Operational Warfare Concentration. The Operational Warfare Concentration is specifically designed to award 12 credit hours in operational warfare credit toward the OLMP program once students have completed the online application, are admitted to the program, and have completed the seven core courses. Students graduating from the operational warfare concentration will receive the master of military operational art and science degree and get a jump-start on their PME requirements.									
80	JP 5510 Joint Planning This course is a prerequisite to the Joint Air and Space Operations (JA 5510) course.	JP 5510 Joint Planning This course is a prerequisite to the Joint Air Operations (JA 5510) course.								
80	JA 5510 Joint Air and Space Operations	JA 5510 Joint Air Operations (title change only)								
MASTER OF SCIENCE IN FLIGHT TEST ENGINEERING USAF TEST PILOT SCHOOL										
Page	Reads in 2012-2013 AU Catalog	Should Read – effective 1 October 2013								
83, 1 st paragraph, 3 rd sentence	Program Description. To assist students in their studies, TPS issues them 15 loose-leaf textbooks and 10 bound and stamped textbooks for their personal libraries.	Program Description. To assist in their studies at TPS, students are issued 18 bound and stamped textbooks for their use.								
AIR UNIVERSITY UNDERGRADUATE PROGRAMS										
AIRMAN LEADERSHIP SCHOOL RESIDENT PROGRAM										
Page	Reads in 2012-2013 AU Catalog	Should Read – effective 1 October 2013								
91, 3 rd paragraph	...available online at http:// www.au.af.mil/au/ccaf/available online at http:// www.au.af.mil/au/barnes/ccaf/ .								
93	Eligibility. Air Force personnel must be selected through an application process to teach enlisted PME schools. Reference AFI 36-2301, <i>Professional Military Education</i>	Eligibility. Air Force personnel must be selected through an application process to teach enlisted PME schools. Reference AFI 36-2301, <i>Developmental Education</i>								
96	Program Description. The Airman Leadership School (ALS) CCAF-affiliated course consists of 192 hours of in-residence classes accredited through the Southern Association of Colleges and Schools (SACS).	Program Description. The Airman Leadership School (ALS) CCAF-affiliated course consists of 192 hours of in-residence.								
97	Eligibility. Students are selected based on the eligibility criteria outlined in AFI 36-2301, <i>Professional Military Education</i>	Eligibility. Students are selected based on the eligibility criteria outlined in AFI 36-2301, <i>Professional Military Education</i>								
97	Program Summary Table: <table><tr><td>Instructional Area Title</td><td>Contact Hours</td></tr><tr><td>Profession of Arms</td><td>38.50</td></tr></table>	Instructional Area Title	Contact Hours	Profession of Arms	38.50	Program Summary Table: <table><tr><td>Instructional Area Title</td><td>Contact Hours</td></tr><tr><td>Profession of Arms</td><td>32</td></tr></table>	Instructional Area Title	Contact Hours	Profession of Arms	32
Instructional Area Title	Contact Hours									
Profession of Arms	38.50									
Instructional Area Title	Contact Hours									
Profession of Arms	32									

	Warfare Studies Leadership Studies International Security Studies Communication Studies Collateral Curriculum Total	11.00 81.00 6.50 51.00 4.00 192.00	Warfare Studies Leadership Studies International Security Studies Communication Studies Course Capstone Case Study Objective Exercises/Evaluations Collateral Curriculum Total	5 48 3 73 4 14 13 192
97	Professions of Arms	38.5 Contact Hours	Professions of Arms	32 Contact Hours
98	Warfare Studies Leadership Studies International Security Studies Communication Studies Collateral Curriculum	11 Contact Hours 81 Contact Hours 6.5 Contact Hours 51 Contact Hours 4 Contact Hours	Warfare Studies Leadership Studies International Security Studies Communication Studies Collateral Curriculum	5 Contact Hours 48 Contact Hours 3 Contact Hours 73 Contact Hours 13 Contact Hours
98	Insert effective 1 October 2013: Course Capstone Case Study 4 Contact Hours The Capstone Case Study gives students plenty of opportunities to see how concepts and principles they have studied throughout the course apply to simulated situations. In theory, students who demonstrate mastery of course concepts and principles are able to transfer their knowledge to the work center and, thus, with practice become more effective managers and leaders. Objective Exercises/Evaluations 14 Contact Hours A pretest is used as a tool to assess the student’s knowledge on lesson principles prior to instruction. Academic Affairs uses the results from this pretest as an indicator of how much learning occurred. The formative exercise presents a series of new problem scenarios to the student. They will make decisions and apply the lesson principles they have learned to these situations. Following the two-hour exercise, the instructor will spend the remaining three hours conducting remediation with the students. The summative evaluation presents a series of new situations designed to evaluate student mastery of principles taught. Following the two-hour evaluation, the instructor will spend the remaining three hours conducting remediation with the students. The summative course retest is for students who failed the summative evaluation. Students who fail to meet the minimum passing score on the retest will have two hours of test remediation prior to the commandant convening an academic review board (ARB) for students who fail the summative course retest. Following the ARB, the students may be given a final chance to meet the academic requirement by taking a two-hour post-ARB retest.			
AIRMAN LEADERSHIP SCHOOL DISTANCE LEARNING COURSE				
Page	Reads in 2012-2013 AU Catalog		Should Read – effective 1 October 2013	
99	Program Description. This CCAF-affiliated course consists of 168 hours accredited through the SACS.		Program Description. This CCAF-affiliated course consists of 168 hours.	
99	Learning Outcome <ul style="list-style-type: none">• Prepares senior Airmen to supervise and lead work teams• Prepares senior Airmen to effectively communicate rank-appropriate		Learning Outcomes <ul style="list-style-type: none">• Provides senior Airmen foundational knowledge of the leadership and management concepts necessary to supervise and lead work	

	tasks <ul style="list-style-type: none"> • Prepares senior Airmen to exhibit several professional military attributes 	teams <ul style="list-style-type: none"> • Provides senior Airmen foundational knowledge of the communication skills concepts necessary to effectively communicate rank-appropriate tasks • Provides senior Airmen foundational knowledge of the profession of arms and military studies concepts necessary to exhibit professional military attributes
NONCOMMISSIONED OFFICER ACADEMY RESIDENT COURSE		
Page	Reads in 2012-2013 AU Catalog	Should Read – effective 1 October 2013
102	Program Description. The Noncommissioned Officer Academy (NCOA) CCAF-affiliated course consists of 223 hours of in-residence classes accredited through the SACS.	Program Description. The Noncommissioned Officer Academy (NCOA) CCAF-affiliated course consists of 223 hours of in-residence classes.
103, 2 nd paragraph	Students are selected based on the eligibility criteria outlined in AFI 36-2301, <i>Professional Military Education....</i>	Students are selected based on the eligibility criteria outlined in AFI 36-2301, <i>Developmental Education....</i>
NONCOMMISSIONED OFFICER ACADEMY DISTANCE LEARNING COURSE (COURSE 00015 Version 1)		
Page	Reads in 2012-2013 AU Catalog	Should Read – effective 1 October 2013
105	<p>Program Description. The Noncommissioned Officer Academy Distance Learning Course (NCODLC) is a CCAF-affiliated course consisting of 134 hours accredited through the SACSCOC. Each student earns eight hours of undergraduate credit upon completion of the course.</p> <p>NCODLC is a voluntary five-volume, paper-based self-study course delivered through AUSIS. The five volumes are broken into two sets. Set A consists of three volumes, and Set B consists of two volumes. Each set has a closed-book test. Tests are administered at the designated/authorized test control facility located on almost every military base. Successful completion of the course results in college credit from the CCAF.</p> <p>This course prepares NCOs to be professional, war-fighting Airmen who can lead and manage Air Force units in the employment of air, space, and cyberspace power. The course presents similar material to the resident program.</p> <p>Learning Outcomes.</p> <ul style="list-style-type: none"> • Prepares NCOs to lead and manage units • Prepares NCOs to effectively communicate rank-appropriate tasks • Prepares NCOs to model professional military attributes 	<p>Program Description. The Barnes Center for Enlisted Education continues the EPME-Transformation with the latest release of the Non-commissioned Officer Academy Distance Learning Course 15 V1. The course provides foundational concepts and principles necessary for successful completion of the Non-commissioned Officer Academy Advanced Leadership Resident Education (NCOA-ALE). Course 15 V1 and the NCOA Advanced Leadership Education make up the two phase of leader development for junior NCOs. Course 15 V1 is the educational prerequisite for the NCOA-ALE.</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • Provides NCOs foundational knowledge of the leadership and management concepts necessary to lead and manage units • Provides NCOs foundational knowledge of the communication skills necessary to effectively communicate rank-appropriate tasks • Provides NCOs foundational knowledge of the profession of arms and military studies concepts necessary to model professional military attributes <p>Duration. Students enrolled in Course 15 V1 will have 12 months to</p>

	<p>Duration. The enrollment period is 12 months. Students may elect an automatic one-time extension of four months. The enrollment period includes the time necessary for material shipment (if applicable), examinations, and posting of scores within AUSIS.</p> <p>Eligibility.</p> <ul style="list-style-type: none">• Active-duty personnel are not eligible for enrollment.• Air Force Reserve personnel:<ul style="list-style-type: none">○ E-5 with 72 months of time in service and a 7-level in PAFSC○ E-6 with 7-level in PAFSC• Air National Guard personnel:<ul style="list-style-type: none">○ E-5 with 96 months of time in service and a 7-level in PAFSC○ E-6 with 7-level in PAFSC• Other US military personnel:<ul style="list-style-type: none">○ E-6 and above• Nonmilitary technician civil service personnel:<ul style="list-style-type: none">○ GS-5 or equivalent and above	<p>complete the required course modules and successful pass the end of course exam. Enrollment starts once a student completes the enrollment steps listed above. Students may request a one-time 4 month extension through the AUSIS portal before the course expiration period (detailed instructions will be posted in the student handbook, available in the course material).</p> <p>Eligibility</p> <ul style="list-style-type: none">• Active Duty Air Force<ul style="list-style-type: none">○ TSgt w/greater than 2 years TIG that also have 2 or more deferments from NCOA○ TSgt w/ less than 1 year TIG○ TSgt returned from NCOA to home station prior to graduation as a result of government shutdown○ Completed Airman Leadership School• Air National Guard<ul style="list-style-type: none">○ E5 with 96 months TIS & 7 skill level & E6 with 7 skill level & E7 promoted under EPME Air Force promotion deferment policy○ Completed ALS or acceptable equivalent○ <i>Note: Air Technicians cannot use Civil Service status to determine eligibility</i>• Air Force Reserve<ul style="list-style-type: none">○ E5 – with 72 months TIS & 7 skill level & E6 with 7 skill level○ Completed ALS or acceptable equivalent○ <i>Note: Air Technicians cannot use Civil Service status to determine eligibility</i>																																		
106	<table><tr><th colspan="2">PROGRAM SUMMARY</th></tr><tr><th>Instructional Area Titles</th><th>Contact Hours</th></tr><tr><td>Profession of Arms</td><td>18</td></tr><tr><td>Warfare Studies</td><td>10</td></tr><tr><td>Leadership and Management</td><td>56</td></tr><tr><td>International Security Studies</td><td>8</td></tr><tr><td>Communication Skills</td><td>24</td></tr><tr><td>Capstone Case Studies</td><td>4</td></tr><tr><td>Objective Evaluations</td><td>2</td></tr><tr><td>Collateral Curriculum</td><td>12</td></tr><tr><td>Total</td><td>134</td></tr></table>	PROGRAM SUMMARY		Instructional Area Titles	Contact Hours	Profession of Arms	18	Warfare Studies	10	Leadership and Management	56	International Security Studies	8	Communication Skills	24	Capstone Case Studies	4	Objective Evaluations	2	Collateral Curriculum	12	Total	134	<table><tr><th colspan="2">PROGRAM SUMMARY</th></tr><tr><th>Instructional Area Titles</th><th>Contact Hours</th></tr><tr><td>Leadership and Management II</td><td>101</td></tr><tr><td>Managerial Communications II</td><td>26</td></tr><tr><td>Military Studies</td><td>41</td></tr><tr><td>Total</td><td>168</td></tr></table> <p>(For course descriptions please contact the Curriculum POC at DSN 596-3982 or Comm 334-416-3982.</p>	PROGRAM SUMMARY		Instructional Area Titles	Contact Hours	Leadership and Management II	101	Managerial Communications II	26	Military Studies	41	Total	168
PROGRAM SUMMARY																																				
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SENIOR NONCOMMISSIONED OFFICER ACADEMY RESIDENT PROGRAM																																		
Page	Reads in 2012-2013 AU Catalog	Should Read – effective 1 October 2013																																
108	Program Description. The AF SNCOA resident CCAF-affiliated course consists of 269 hours of in-residence classes that are accredited through SACS.	Program Description. The AF SNCOA resident CCAF-affiliated course consists of 269 hours of in-residence classes.																																
109, 2 nd paragraph	Reference AFI 36-2301, <i>Professional Military Education....</i>	Reference AFI 36-2301, <i>Developmental Education....</i>																																
SENIOR NONCOMMISSIONED OFFICER ACADEMY DISTANCE LEARNING COURSE																																		
Page	Reads in 2012-2013 AU Catalog	Should Read – effective 1 October 2013																																
111	Program Description. The SNCOA Distance Learning Course is a CCAF-affiliated course delivered via the World Wide Web. The course consists of 61 hours accredited through the SACS.	Program Description. The SNCOA Distance Learning Course is a CCAF-affiliated course delivered via the World Wide Web. The course consists of 61 hours.																																
USAF FIRST SERGEANT ACADEMY																																		
Page	Reads in 2012-2013 AU Catalog	Should Read – effective 1 October 2013																																
114	Program Description. The USAF First Sergeant Academy CCAF-affiliated course consists of 122 hours in residence with the additional duty seminars consisting of 40 hours. All programs are accredited through the SACS, with student credit earned as follows:	Program Description. The USAF First Sergeant Academy CCAF-affiliated course consists of 115 hours in residence with the additional duty seminars consisting of 40 hours with student credit earned as follows:																																
115	Faculty. All personnel selected as First Sergeant Academy faculty must carry the first sergeant special duty identifier. FSA faculty members are required to have an associate’s degree and must complete the Enlisted Professional Military Education Instructor Course (EPMEIC) after arrival. Within the first year of teaching, the faculty must complete a 180-hour internship at the First Sergeant Academy.	Faculty. Within the first year of teaching, the faculty must complete 120 hours of student contact internship and 30 hours of curriculum development.																																
115	Duration. The USAF First Sergeant Academy course is 15 academic days long and enrolls up to 44 active duty, 25 ANG, and 10 AFRES students per class. There are eight classes each fiscal year.	Duration. The course length is 28 academic days Facilitated Distance Learning (FDL) and 10 academic days In-Residence.																																
115	Eligibility. Reference AFI 36-2301, <i>Professional Military Education....</i>	Eligibility. Reference AFI 36-2301, <i>Developmental Education....</i>																																
116, table	<table><tr><th>Instructional Area Titles</th><th>Contact Hours</th></tr><tr><td>Administration</td><td>9</td></tr><tr><td>Physical Training</td><td>9</td></tr><tr><td>Exam Testing</td><td>3</td></tr><tr><td>Block 1–Human Resource Management</td><td>48</td></tr><tr><td>Block 2–Maintenance of Discipline</td><td>33</td></tr><tr><td>Block 3–Readiness</td><td>26</td></tr><tr><td>Total</td><td>128</td></tr></table>	Instructional Area Titles	Contact Hours	Administration	9	Physical Training	9	Exam Testing	3	Block 1–Human Resource Management	48	Block 2–Maintenance of Discipline	33	Block 3–Readiness	26	Total	128	<table><tr><th>Instructional Area Titles</th><th>Contact Hours</th></tr><tr><td>Administration</td><td>9</td></tr><tr><td>Physical Training</td><td>5</td></tr><tr><td>Exam Testing</td><td>4</td></tr><tr><td>Block 1–Human Resource Management</td><td>42</td></tr><tr><td>Block 2–Maintenance of Discipline</td><td>38</td></tr><tr><td>Block 3–Readiness</td><td>17</td></tr><tr><td>Total</td><td>115</td></tr></table> <p>*Component (FDL) specific curriculum varies core competency hours.</p>	Instructional Area Titles	Contact Hours	Administration	9	Physical Training	5	Exam Testing	4	Block 1–Human Resource Management	42	Block 2–Maintenance of Discipline	38	Block 3–Readiness	17	Total	115
Instructional Area Titles	Contact Hours																																	
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Total	115																																	

116	Instructional Area Descriptions Administration Accomplish the administrative details incidental to the USAF First Sergeant Academy, conduct in-processing, and review course curriculum. Physical Training Students participate in physical training programs. Exam Testing Evaluate level of understanding with end-of-course test; instructors conduct test review. Block 1–Human Resource Management Comprehend and value how preventive intervention impacts the unit. Block 2–Maintenance of Discipline Comprehend quality force management policies, practices, and procedures as a tool for corrective actions. Block 3–Readiness Know contents of <i>Manual for Courts-Martial</i> and comprehend the applications of its principles. Comprehend the first sergeant’s role and responsibilities in a deployment process and apply the information in a deployment scenario.	Contact Hours 9 9 3 48 33 26	Instructional Area Descriptions Administration Physical Training Exam Testing Evaluate level of understanding with components specific and end-of-course tests; instructors conduct test review. Block 1 – Human Resource Management Block 2 – Maintenance of Discipline Know contents of Manual for Courts-Martial and comprehend the applications of its principles. Block 3 – Readiness Comprehend the first sergeant’s role and responsibilities in a deployment process and apply the information in a deployment scenario.	Contact Hours 9 5 4 42 38 17

AIR UNIVERSITY NONDEGREE PROGRAMS

AIR WAR COLLEGE DISTANCE LEARNING

Page	Reads in 2012-2013 AU Catalog			Should Read – effective 1 October 2013		
120	Program Description. All elective and core course requirements must be completed within 36 months of initial enrollment.			Program Description. All elective and core course requirements must be completed within 72 months of initial enrollment. Extensions may be granted with an e-mail from the student’s rater.		
120	Duration. Students are enrolled in the DL program for 36 months.			Duration. Students are enrolled in the DL program for 72 months.		
121	SYLLABUS			SYLLABUS		
	Course Number and Title	Lessons	Contact Hours	Course Number and Title	Lessons	Contact Hours
	FS 42A Foundations of Strategy	12	96	FS 42A Foundations of Strategy	12	57
	ISS 42G International Security Studies	25	182	ISS 42G International Security Studies	25	96
	WAR 42E Warfighting	15	99	WAR 42E Warfighting	15	57
	JSL 42F Joint Strategic Leadership	13	76	JSL 42F Joint Strategic Leadership	13	48
	EL 42D Electives Program (one required)	10	68	EL 42D Electives Program (one required)	51	45
				Total	116	303

122	FS 42A Foundations of Strategy 96 Contact Hours ISS 42G International Security Studies 182 Contact Hours WAR 42E Warfighting 99 Contact Hours	FS 42A Foundations of Strategy 57 Contact Hours ISS 42G International Security Studies 96 Contact Hours WAR 42E Warfighting 57 Contact Hours
123	JSL 42F Joint Strategic Leadership 76 Contact Hours EL 42D Electives Program 68 Contact Hours	JSL 42F Joint Strategic Leadership 48 Contact Hours EL 42D Electives Program 45 Contact Hours
124	Insert effective 1 October 2013: Cross-Cultural Communications <p>Today's warfare is defined by culture, and an intimate understanding of culture's effects on human behavior is crucial to mission success. Everyone who performs a job in a cross-cultural environment (which we see now is almost any environment) needs to understand not only the mission but also the potential effects of cross-cultural interaction. Appropriate cross-cultural communication training and education will reduce the negative effects of culture shock, stereotypes, and ethnocentrism, all of which impact mission effectiveness. In our daily lives, we don't interact with cultures; we interact with people. The field of cross-cultural communication (CCC) exists in order to improve such interactions and to predict the cultural dynamics that impact them. Thus, CCC teaching and research clarifies certain cultural complexities by offering a variety of concepts and skills designed to assist in the process of building and maintaining relationships across cultures.</p>	
124	Insert effective 1 October 2013: Negotiations in the Military Environment <p>This course is designed to better equip military leaders with the ability to apply negotiation skills to the military and US government operational and workplace environment. Even in a hierarchical and well-defined military organization, negotiation is a normal and daily process. Furthermore, today our political and military leaders demand that we operate successfully in more nontraditional and cross-cultural environments. This course enhances senior leader negotiation skills and improves their mission effectiveness across many environments. As a distance learning program, it follows a logical path to expose students to the negotiation process. Students will learn about conflict resolution and its impact on the modern military. They will also study how military leaders practically apply negotiation skills. Several lessons will cover the basics of negotiation theory and the impact of trust, power, and information on the negotiation process. This will be enhanced by a look at basic skills for negotiation, the most important of which is communications. Students will also examine other aspects of dispute resolution within the military environment. One critical area for review will be the ethics of negotiation. Finally, the course explores negotiations in a cross-cultural environment—providing a short exposure to a very complex process. This course is an interesting survey of the military negotiation process and hopefully will encourage senior leaders to learn even more as they face the daily challenges of military leadership.</p>	
125	Space Operations <p>This course focuses on military applications of space systems, including capabilities, limitations, dependencies, and vulnerabilities. Space policies, law, and doctrine establish the guidelines for using space, while orbital mechanics and the space environment place physical limits on the use of space. The course provides an understanding of current space systems, the ways space supports the war fighter, and the issues facing senior leaders in applying space power. The readings include background information on space characteristics, limitations, organizations, missions, functions, and contributions to war fighting. This elective will not make</p>	Space/Cyber Operations <p>This course focuses on military applications of space and cyberspace systems, to include capabilities, limitations, dependencies, and vulnerabilities. Space and cyber policies, law, and doctrine establish the guidelines for using space and cyberspace; each has a unique environment that places limits on its use. The course provides an understanding of current space and cyberspace systems and how they support the war fighter, as well as an understanding of the issues facing senior leaders in applying space and cyber power. The readings will include background</p>

	<p>you a space expert and is particularly designed for personnel who are not space and missile operations specialists. However, it will give you keen insight into the fundamental issues impacting contemporary military space operations.</p>	<p>information on their characteristics, limitations, organizations, missions, functions, and contributions to war fighting. This elective will not make you a space and cyberspace expert and is particularly designed for personnel who are neither space and missile operations specialists, nor cyber personnel. However, it will give you keen insight into the fundamental issues impacting contemporary military space and cyberspace operations.</p>
125	<p>Language Elective</p> <p>A language familiarization program is offered via Rosetta Stone. Available languages are Arabic (Iraqi), Chinese, Dari, Farsi, French, Indonesian, Pashto, Russian, Spanish, Swahili, and Urdu.</p>	<p>Language Elective</p> <p>A language familiarization program is offered via Defense Language Institute online products. Primary languages available are Arabic (Iraqi), Chinese, Dari, Farsi, French, Indonesian, Pashto, Russian, Spanish, Swahili, and Urdu. Other languages may be available upon approval by AWC/DEN.</p>

AIR COMMAND AND STAFF COLLEGE NONRESIDENT IDE-ONLINE DISTANCE LEARNING PROGRAM		
Page	Reads in 2012-2013 AU Catalog	Should Read – effective 1 October 2013
125	<p>Program Description. The college’s curriculum is designed to produce a more effective field-grade officer serving in operational-level command or staff positions. The courses emphasize applying airpower in joint campaign planning and the operational art of war. The course of study is an integrated process which includes lessons designed to enhance the students’ leadership and command skills and exercises that offer students an interactive, educational experience in planning, generating, and employing air and space forces in support of a joint force commander’s mission. Students explore national security issues, strategy and war theory, airpower history and theory, expeditionary Air Force force-employment concepts, and the capabilities and limitations that the US Air Force and its sister services contribute to joint force commanders.</p> <p>The ACSC distance learning curriculum is transitioning from the legacy program (Version 5.2) to a new program (Version 6.0). Both versions of the program’s curriculum will be available for a time to allow students to complete Version 5.2 or transition to Version 6.0.</p> <p>The Version 5.2 curriculum is delivered via the Internet. Students receive an integrated multimedia curriculum that includes readings, digitized multimedia offerings, and interactive applications. Program completion requirements include achieving a minimum score on each of seven multiple-choice examinations as well as completion of three online exercises and a written assignment.</p> <p>Students may choose from several study methods to complete the Version 5.2 program:</p> <ul style="list-style-type: none"> • Self-Study. This flexible, self-paced method of study allows students to choose the time and place of study. The college offers a framework for completing this program within the 18 months allotted by providing a recommended schedule for students to follow. To enhance flexibility, however, students may enroll anytime and deviate from the recommended completion schedule as time permits. • Base-Level Seminar. The 10.5-month seminar method offers more structure. Students coordinate with their base education office to form the seminar and then meet weekly at participating home stations in a forum designed for the free exchange of ideas and opinions. Seminar participants share unique background experiences and technical expertise. The college details the framework for conducting the seminar 	<p>Program Description. The college’s curriculum is designed to produce a more effective field-grade officer serving in operational-level command or staff positions. The courses emphasize applying airpower in joint campaign planning and the operational art of war. Students explore national security issues; strategy and war theory; airpower history and theory; expeditionary Air Force force-employment concepts; and the capabilities and limitations that the US Air Force and its sister services contribute to joint force commanders.</p> <p>All curriculum is web-based and accessed through the Blackboard learning management system. In addition to readings, the program includes a variety of computer-based interactive learning activities and exercises, and leverages social media tools to enable peer-to-peer interaction and learning. Self-paced study is enhanced by a National Security paper and three multi-week, collaborative online facilitated seminars.</p> <p>The program’s student-centered approach for learning is focused on measuring a student’s ability to critically think, analyze, and apply knowledge, often to real-world situations. During the facilitated online seminars, students have the opportunity to engage with peers and instructors and discuss and debate the ideas presented in the curriculum, contributing to overall mastery of course and higher-order thinking.</p> <p>Specifically, the learning environment within each self-paced course block includes lesson narratives, reading materials, videos, lesson progress checks, computer-based interactive learning activities, and/or “game-like” exercises designed to enhance the students’ leadership and command skills and educate the students on planning, generating, and employing air and space forces in support of a joint force commander’s mission. An orientation course introduces students to the online learning environment and familiarizes students with the web tools available for engaging peer-to-peer interaction. Completion of each previous self-paced course block is a pre-requisite for students to register for the associated, facilitated online seminar.</p>

program by providing a schedule for the seminars to follow. The seminars are composed of five to 18 members and may begin anytime collocated students elect to form a seminar. Although seminars typically start in August, to coincide with dependents' school schedules, they can start any time.

- Air Reserve Component Seminar. The Air Reserve Component Seminar (ARCS) is specifically focused on the unique needs of select AFRES and ANG students. It is a hybrid seminar-correspondence program, running from one summer to the next. Initially, students assemble in seminars to complete the first two courses of the seven-course curriculum. These seminars are faculty-facilitated, feature guest speakers, and allow students to benefit from shared experiences in a collaborative learning environment. At the end of the two-week period, students return to their homes and have one year to complete the next three courses on their own through correspondence. They reassemble the following summer to complete their final two courses in the enhanced seminar method previously described.

The Version 6.0 curriculum is delivered via the Internet and the Blackboard learning management system. The curriculum includes lesson narratives, reading material, videos, computer-based interactive learning activities, and “game-like” exercises. Program completion requirements include seven self-paced courses and three instructor-facilitated courses.

Students may choose from several study methods to complete the Version 6.0 program:

- Self-Study. This flexible method allows students to work through the self-paced courses at their own pace, given an allotted four-month time limit for each course. Instructor-led facilitated courses are offered at certain scheduled times. Students can choose when they enroll in the facilitated courses, allowing them to schedule the courses around personal and professional commitments. The college offers a recommended schedule for students to follow.

- Online Group Seminar. The college will provide students with a means to self-organize and “meet” virtually to share their unique background experiences and technical expertise. This will not be a structured environment like the base-level seminars in the older versions of the program but will be a virtual meeting place where students can assist one another in understanding course concepts and provide each other

	support and encouragement. The college will provide the rules for organizing and conducting the online seminars. The seminars will be accessed via discussion boards in the Blackboard learning management system and may begin anytime students elect to form a seminar. Courses taken in this distance learning program may not be used to satisfy course requirements of the ACSC resident program or the course requirements of the ACSC Online Master’s Program (OLMP).																																																											
128	Insert effective 1 October 2013: Coursework Requirements. Courses taken in this distance learning program may not be used to satisfy course requirements of the ACSC resident program or the course requirements of the ACSC Online Master’s Program (OLMP).																																																											
128	Duration • Online Distance Learning Program Version 6.0: Four months per self-paced course, two–three weeks per instructor-led facilitated course. There is no maximum time to complete the program.	Duration. Students have four months to complete each of the seven core self-paced courses and the orientation course in addition to the facilitated courses offered once a month. The program should take students approximately seven to twelve months to complete. Students have a maximum of 5 years to complete the program. If a student does not complete the program in 5 years, the student must obtain an ACSC program extension request signed by his/her commander for re-enrollment consideration.																																																										
128	Eligibility. Reference AFI 36-2301, <i>Professional Military Education....</i>	Eligibility. Reference AFI 36-2301, <i>Developmental Education....</i>																																																										
132	SYLLABUS for Version 6.0 <table><tr><th>Self-Paced Curriculum Areas</th><th>Contact Hours</th></tr><tr><td>00030A Leadership and Command</td><td>30</td></tr><tr><td>00030B National Security Studies</td><td>30</td></tr><tr><td>00030C Warfare Studies</td><td>30</td></tr><tr><td>00030D Airpower Studies</td><td>30</td></tr><tr><td>00030E Joint Forces</td><td>36</td></tr><tr><td>00030F Joint Planning</td><td>36</td></tr><tr><td>00030G Joint Air and Space Operations</td><td>36</td></tr><tr><td>Total</td><td>228</td></tr><tr><th>Facilitated Curriculum Areas</th><th></th></tr><tr><td>00030W Applied Leadership and Command</td><td>15</td></tr><tr><td>00030X Applied National Security</td><td>15</td></tr><tr><td>00030Y Applied Warfare</td><td>15</td></tr><tr><td>00030Z Applied Joint Warfare</td><td>15</td></tr><tr><td>Total</td><td>288</td></tr></table>	Self-Paced Curriculum Areas	Contact Hours	00030A Leadership and Command	30	00030B National Security Studies	30	00030C Warfare Studies	30	00030D Airpower Studies	30	00030E Joint Forces	36	00030F Joint Planning	36	00030G Joint Air and Space Operations	36	Total	228	Facilitated Curriculum Areas		00030W Applied Leadership and Command	15	00030X Applied National Security	15	00030Y Applied Warfare	15	00030Z Applied Joint Warfare	15	Total	288	SYLLABUS for Version 6.0 Courses <table><tr><th>Curriculum Area</th><th>Contact Hours</th></tr><tr><td>00030O Orientation and Introduction</td><td>6</td></tr><tr><td>00030A Leadership and Command</td><td>24</td></tr><tr><td>00030B Applied Leadership and Command</td><td>15</td></tr><tr><td>00030C National Security Simulation</td><td>21</td></tr><tr><td>00030D Applied National Security</td><td>9</td></tr><tr><td>00030E Warfare Studies</td><td>24</td></tr><tr><td>00030F Airpower Studies</td><td>24</td></tr><tr><td>00030G Applied Warfare</td><td>15</td></tr><tr><td>00030H Joint Forces</td><td>30</td></tr><tr><td>00030I Joint Planning</td><td>30</td></tr><tr><td>00030J Joint Air Operations</td><td>30</td></tr><tr><td>00030K Applied Joint Warfare</td><td>21</td></tr><tr><td>Total</td><td>249</td></tr></table>	Curriculum Area	Contact Hours	00030O Orientation and Introduction	6	00030A Leadership and Command	24	00030B Applied Leadership and Command	15	00030C National Security Simulation	21	00030D Applied National Security	9	00030E Warfare Studies	24	00030F Airpower Studies	24	00030G Applied Warfare	15	00030H Joint Forces	30	00030I Joint Planning	30	00030J Joint Air Operations	30	00030K Applied Joint Warfare	21	Total	249
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132	<p>Insert effective 1 October 2013:</p> <p>000300 Orientation and Introduction 6 Contact Hours</p> <p>The Orientation and Introduction course prepares students for success in the Air Command and Staff College (ACSC) distance-learning program. The course highlights program policies, procedures and expectations and orients students to the program structure and curriculum delivery methods. It also provides the opportunity for students to experience the look and feel of the program by exploring three areas that are essential to both academic and professional success: critical thinking, cross-cultural competence, and writing. By participating in this course, students will develop the requisite knowledge, skills, problem solving ability and study habits to successfully navigate and complete ACSC's online program.</p>	
132	<p>00030A Leadership and Command 30 Contact Hours</p> <p>The Leadership and Command course equips field-grade officers with the knowledge and tools to assist them in today's dynamic environment. It builds upon leadership information introduced during previous Air Force PME experiences. Officers must challenge themselves to sharpen inherent skills while striving to become better leaders. The course further introduces students to the special leadership situation of command. Command is based on relationships and is a unique position that brings with it special responsibilities. The course explores these responsibilities and common resources available to individuals to help meet the challenges of command.</p>	<p>00030A Leadership and Command 24 Contact Hours</p> <p>The Leadership and Command course equips students with the knowledge and tools necessary to help them lead in today's dynamic environment. The course is centered on the concept that leadership and command abilities can be improved through self-assessment/reflection, dedicated study and adaptability. Phase I of the course focuses on Air Force organizational leadership competencies and sub-competencies across the personal, people/team, and organizational levels of leadership. Phase II explores the unique experience and responsibilities of command by introducing practical applications of leadership competencies, advice, and supporting resources that will aid future commanders in the performance of their duties. The course concludes with a written assignment that requires personal reflection, interaction with a senior mentor, and an analysis of a significant leadership and/or command challenge.</p>
133	<p>00030B National Security Studies 30 Contact Hours</p> <p>The National Security (NS) Studies Phase I course enables military officers to better understand today's complex and dynamic national and international security environment so they may operate more effectively at all levels—including the operational level. Military officers must realize how US policy makers develop ends, ways, and means to respond to the evolving security environment through the development of national-level strategies and plans. In order to challenge students' critical thinking abilities, the NS course combines a computer-based national decision-making simulation with a follow on phase II course to create a virtual national security council environment. The primary learning objectives are for students to apply international relations theories to analyze major changes in the international environment and how they impact US security interests and then develop appropriate</p>	<p>00030B Applied Leadership and Command 15 Contact Hours</p> <p>The two-week Applied Leadership and Command course provides the opportunity to apply leadership concepts, competencies, and command principles presented during the self-paced Leadership and Command course. This course requires students to reflect upon their personal leadership/command philosophy, to learn from the experience of a senior mentor and peers, and to apply what they have learned to a variety of leadership challenges. Throughout the course, students will analyze multiple complex, dynamic, and ambiguous situations and discuss the leadership and command skills required to address them.</p>

	recommendations based on guidance from US senior leadership. Students must effectively account for strategic/operational limitations and ensure optimum integration of US instruments of power.	
133	00030C Warfare Studies 30 Contact Hours The Warfare Studies course introduces students to the canon of military theory, focusing on issues such as the nature of war, the levels of war, just war theory, the range of military operations, and military strategy. The course examines key concepts associated with the use of military force—both the preferred American way of war and other types of warfare more prevalent in some cultures. Students also see how the DOD is addressing the evolving emphasis on security and stability operations. Military practitioners must be prepared for the difficult challenges they will face when attempting to apply operational art to achieve strategic goals in complex cultural contexts.	00030C National Security Simulation 21 Contact Hours The National Security course provides the opportunity to explore today's complex and dynamic national and international security environment. The course emphasizes international relations theories, national security strategies, actors, and processes, as well as the effective use of national Instruments of Power (IOPs). During the course, students will participate in a virtual National Security Council environment and accomplish four missions that require a comprehensive analysis of the international environment and the development of recommendations based on US policy, strategic/operational limitations and optimum integration of IOPs. Completion of the course will provide students insight into how US policy makers develop ends, ways, and means to respond to evolving security environments, and will prepare students for the for the follow-on applied National Security assignment.
133	00030D Airpower Studies 30 Contact Hours The Airpower Studies course is designed to help students understand the most effective methods for employing air and space power by surveying historical examples, leadership influences, and doctrine. The course describes the transformation of airpower from the end of World War I through Operation Iraqi Freedom, reveals how that transformation is reflected in current USAF doctrine, and explains how USAF air and space expeditionary force operations provide air and space power for use by combatant commanders. The course introduces such basic Air Force doctrinal concepts as USAF distinctive capabilities and the operational functions of airpower and helps students grasp the unique capabilities and limitations of modern airpower. Taken as a whole, this course equips students with the practical information they need to become effective advocates for airpower.	00030D Applied National Security 9 Contact Hours The one-week Applied National Security course is a non-facilitated course in which students demonstrate mastery of the concepts presented in the National Security self-paced course. Students will write an essay in which they analyze factors surrounding the development and implementation of national security strategies in a complex dynamic international environment. Upon completion of their assignment, students will submit their final product for grading.
134	00030E Joint Forces 36 Contact Hours The Joint Forces course prepares students for assignments in joint environments and provides a baseline of knowledge for further studies in joint operations. It explores the intent, organizing principles, and command relationships of joint organizations, while focusing on concepts central to effective joint operations—unity of command, unity	00030E Warfare Studies 24 Contact Hours The Warfare Studies (WS) course introduces students to the canon of military theory, focusing on the fundamental concepts of war such as the nature of war, the levels of war, military strategy, operational art, civil-military relations, and just war theory. Beyond the traditional study of warfare in its conventional form, this course

	<p>of effort, integration, and interdependence. The course then reviews the influences that the individual services have on joint force operations. This is accomplished through a review of how the services present forces, capabilities and limitations of key forces, and service doctrine. Central to this effort is a review of both joint and service doctrine—the best way to conduct military affairs. The course is presented in three phases and provides an operational-level perspective of joint forces.</p>	<p>examines alternative forms of warfare such as guerilla warfare, insurgency, counterinsurgency and terrorism. Through this study, students will be prepared to apply the lessons of military theory and their understanding of warfare to the operational challenges facing the US military in the present and the future.</p>
134	<p>00030F Joint Planning 36 Contact Hours</p> <p>The Joint Planning course provides students with an analysis and comprehension-level understanding of how combatant commanders support global security for US interests at home and abroad. The course summarizes the national-level systems as the driving force behind the complex planning performed by combatant commanders and then explains doctrinal concepts, including non-US military integration, common terminology, and tools used in joint operation planning. Next, it distinguishes between the two planning processes used at the strategic and operational levels: the contingency and crisis-action planning processes.</p>	<p>00030F Airpower Studies 24 Contact Hours</p> <p>The Airpower Studies (AP) course enhances students' understanding of military theory by introducing perspectives on warfighting with specific emphasis on airpower. According to AFDD1, airpower is defined as “the ability to project military power or influence through the control and exploitation of air, space, and cyberspace to achieve strategic, operational, or tactical objectives.” This course looks specifically at the history and development of airpower, and examines the organizations and strategies that have been involved in their employment. In addition, the course analyzes the role these elements might play in future operations.</p>
135	<p>00030G Joint Air and Space Operations 36 Contact Hours</p> <p>The Joint Air and Space Operations course examines the people, processes, and products involved in planning, directing, and executing joint air and space operations in support of the joint force commander's operations plan. Using both joint and Air Force doctrine, the course addresses the roles and responsibilities of the JFACC and his or her war-fighting headquarters—the JAOC. The course describes considerations for employing joint and multinational forces at the operational level of war. The course further introduces students to the fundamentals of space, nuclear, cyber, and information operations.</p>	<p>00030G Applied Warfare 15 Contact Hours</p> <p>The two-week Applied Warfare course is a capstone course that requires the application of concepts learned in the Warfare Studies and Airpower courses in a collaborative, instructor-facilitated, online environment. The course requires students to be familiar with the concepts previously presented in WS and AP in order to intelligently discuss current issues and historical cases with their classmates and instructor. Additionally, students must be able to synthesize these concepts in order to develop a critical analysis of a proposed future conflict scenario.</p>
135	<p>Insert effective 1 October 2013:</p> <p>00030H Joint Forces 30 Contact Hours</p> <p>The Joint Forces (JF) course provides a foundation for understanding the nature, purpose and capabilities of joint forces. It accomplishes this by broadly examining “the services” – how they fit into the joint organizational structure and what they believe about themselves through their doctrine. The course then explores concepts central to bringing service forces together in the conduct of joint operations to include organizing principles, command relationships, joint force hierarchy, and support and interaction from external agencies. The course concludes with a Joint Task Force building exercise designed to incorporate many of the core elements of the course.</p>	

	<p>00030I Joint Planning 30 Contact Hours</p> <p>The Joint Campaign Planning (JP) course introduces students to the complexities and requirements of joint planning. Throughout the course, students will study pertinent doctrine and the joint operation planning process, analyze the challenges joint force commanders face in attaining unified action, and examine ways in which operational art and design are applied to achieve objectives. Additionally, students will examine planning considerations across the range of military operations. The course culminates with students synthesizing what they have learned to create and analyze key elements of a joint campaign plan.</p> <p>00030J Joint Air Operations 30 Contact Hours</p> <p>The Joint Air Operations (JA) course introduces students to the people, processes, and products involved in planning, directing, and executing joint air operations in support of joint force commanders’ campaign plans. Areas of emphasis also include such pivotal topics as targeting, air-to-ground operations, space and nuclear operations, and the vitally important subjects of information and cyberspace operations. Equipped with this understanding, students will analyze the employment of air power across the full range of military operations.</p> <p>00030K Applied Joint Warfare 21 Contact Hours</p> <p>The three-week Applied Joint Warfare course is a capstone course that requires the application of concepts learned in the Joint Forces, Joint Planning, and Joint Air Operations courses in a collaborative, instructor-facilitated, online environment. The course requires students to conduct research and to analyze compelling issues, challenges, and opportunities associated with the current and future employment of joint forces at the operational level of war. Additionally, students will conduct an analysis of a previous joint operation to synthesize lessons learned and their potential impact on future operations.</p>	
SQUADRON OFFICER COLLEGE FACULTY DEVELOPMENT		
Page	Reads in 2012-2013 AU Catalog	Should Read – effective 1 October 2013
136	<p>MSOC001 Theories and Principles of Adult Education (TPAE)</p> <ul style="list-style-type: none">• Comprehend educational foundations and their impact on lesson presentation.• Comprehend how good communication skills impact lesson presentation.• Apply the correct usage of each instructional method.• Comprehend educational evaluation.• Comprehend the principles of the total instructional design process.• Apply principles of instructor expertise and professionalism. <p>MSOC002 Advanced Principles of Instructional Design (APID)</p> <ul style="list-style-type: none">• Apply principles of the adult learner and educational foundations in lesson development.• Comprehend how good communication skills impact lesson development.• Analyze need and determine the correct usage of each instructional method.	<p>MSOC001 Theories and Principles of Adult Education (TPAE)</p> <p>After this course, students will be able to:</p> <ul style="list-style-type: none">• Apply effective techniques to accomplish learning objectives (alignment of course objectives, teaching, and assessment methods).• Apply effective communication and management skills inherent in a classroom environment.• Demonstrate various instructional delivery methods.• Differentiate between productive and nonproductive student behavior.• Assess student comprehension and application.• Apply appropriate motivational measures.• Analyze student learning and development.• Identify impromptu learning opportunities.• Master integrated technology applications. <p>MSOC002 Advanced Principles of Instructional Design (APID)</p>

	<ul style="list-style-type: none"> • Apply principles of visual aids management in the development of instructional materials. • Apply principles of educational evaluation. • Analyze educational problems using the principles of the instructional design process. 	<p>After this course, students will be able to:</p> <ul style="list-style-type: none"> • Apply effective techniques to employ various methods to achieve learning objectives. • Demonstrate ability to identify learning objectives and student outcomes. • Apply different assessment methods for designed curriculum. • Analyze assessment results for modification opportunities for curriculum. • Apply UbD and other instructional design tools to lesson plan development. <ul style="list-style-type: none"> • Analyze domains of learning to maximize student learning process. • Master integrated technology applications. • Develop comprehensive assessment tools/questions.
137	<p>Eligibility. TPAE is open to newly assigned SOC faculty. To attend APID, candidates must have completed a Squadron Officer School (SOS) and/or an Air and Space Basic Course (ASBC) flight commander tour. Reference AFI 36-2301, <i>Professional Military Education</i>, and the ETCA website at https://etca.randolph.af.mil for additional information (ETCA course numbers: MSOC001 and MSOC002).</p>	<p>Eligibility. TPAE is open to newly assigned SOC faculty. To attend APID, candidates must have completed an SOS flight commander tour. Reference AFI 36-2301, <i>Developmental Education</i>....</p>
137	<p>MSOC001 Theories and Principles of Adult Education (TPAE) 80 Contact Hours</p> <p>This 10-day course acquaints new SOC flight commander candidates with basic flight room educational concepts to execute the curriculum of ASBC and/or SOS. Emphasis is placed on instructional methodologies, educational theory, communication skills, and classroom management techniques. The course provides an overview/orientation of basic curriculum development concepts, including instructional system design (ISD), lesson design and execution, and student evaluation and assessment. This comprehensive, fast-paced, hands-on course requires extensive reading and moderate levels of research and writing. It culminates in a series of graded student practice teaching sessions in which students employ guided discussion, case study, informal lecture, and experiential methodologies to teach the SOC curriculum.</p> <p>MSOC002 Advanced Principles of Instructional Design (APID) 80 Contact Hours</p> <p>This 10-day course equips newly assigned SOC curriculum developers</p>	<p>MSOC001 Theories and Principles of Adult Education (TPAE) 80 Contact Hours</p> <p>This 10-day course prepares SOC faculty members to teach curriculum while creating active learning environments focused on higher levels of learning through the use of various teaching methodologies. A brief overview of learning theory, the instructional systems development (ISD) process, and development of lesson plans is provided. The course focuses on effective teaching techniques to include classroom management, feedback/assessment, and the use of technology. The instructional methods taught in the course include lectures, guided discussions, case studies, and experiential learning. The course relies heavily on practicum experiences in the classroom, as well as mentoring relationships between the new faculty member(s) and current faculty.</p> <p>MSOC002 Advanced Principles of Instructional Design (APID) 80 Contact Hours</p>

	<p>with the information and experience necessary to design and develop curriculum for the USAF's only company grade officer (CGO) PME institution. Emphasis is placed on the analysis, design, and development of curriculum through the knowledge of ISD principles. The course includes extensive discussion on evaluation principles as well as the cognitive, affective, and psychomotor domains of learning. Teaching methods include guided discussions, case studies, informal lectures, and experiential learning. This comprehensive, fast-paced, hands-on course requires extensive reading and moderate levels of research and writing. This course culminates with students completing and presenting a curriculum project requiring the application of instructional design theories and comprehension of the total ISD process.</p>	<p>This 10-day course equips newly assigned SOC curriculum developers with information and experience necessary to design and develop curriculum for the USAF's only CGO professional military education (PME) institution. This course examines and identifies the concepts, principles, and models of curriculum and the interrelationships of these elements in developing courses and evaluating them. This class is designed for teachers writing or revising curriculum. The primary focus of the course will be on the study and use of understanding by design (UBD). Students will develop or revise a lesson within the curriculum using the UBD framework.</p>
SQUADRON OFFICER SCHOOL DISTANCE LEARNING PROGRAM		
Page	Reads in 2012-2013 AU Catalog	Should Read – effective 1 October 2013
142	<p>Program Description. The SOS DL course presents content similar but not identical to the resident curriculum. Course 20 develops CGOs' skills aligned with the Air Force institutional competency list (ICL) subcompetencies of "ethical leadership," "develops and inspires others," "builds teams and coalitions," and enhances "decision making." It focuses on developing critical thinking skills through the application of principles acquired from the readings and a variety of mediated vignettes and scenarios. The lessons include instruction, practice, and feedback in the thoughtful use of information to guide others, both individually and in groups, toward mission accomplishment.</p>	<p>Program Description. The SOS DL course provides students with the intellectual fuel to enhance their leadership skills through the study of five core areas organized into four online courses: three self-paced courses and one instructor-facilitated course. The content is parallel to material presented in the SOS resident program, which is specifically developed for CGOs as they prepare to assume increased leadership responsibilities. These courses are based on Air Force and joint developmental education requirements from Air Force Policy Directive (AFPD) 36-26, <i>Total Force Development</i>, and Chairman of the Joint Chiefs of Staff Instruction (CJCSI) 1800.01D, <i>Officer Professional Military Education Policy (OPMEP)</i>, respectively, for program content and learning outcomes.</p>
142	<p>Faculty. The SOS DL is developed, maintained, and supervised by doctoral qualified faculty members in association with officer curriculum developers and professional instructional systems designers.</p>	<p>Faculty. The SOS DL program is developed, maintained, and supervised by doctoral-qualified faculty members in association with Air Force officer curriculum developers and professional instructional systems designers. All assignments and online discussions are facilitated and scored by experienced flight commanders who also teach in the SOS resident program.</p>
142	<p>Duration. Students must complete the entire program within 18 months from their enrollment date. The 18-month limit includes all time required to schedule proctored exams, complete the exams, and have scores recorded. While there is no requirement to complete a certain test within a specified time frame, it is essential that all tests are</p>	<p>Duration. Students must complete the entire program within 18 months of their initial enrollment date. During this 18-month period, students must study all course materials; schedule and pass proctored exams; complete, submit, and pass any required assignments; and participate in online discussions. While there is no</p>

	successfully completed, scored, and recorded within the 18-month period.	requirement to complete given exams or assignments within a specified time frame, all course activities must be completed in sequence and then scored and recorded in AU databases within the 18-month period. The first three courses, 00022A, 00022B, and 00022C, are self-study and conclude with proctored exams at test control facilities. Because students may not always be afforded their first choice for the scheduled four-week, instructor-facilitated term (course 00022D), they should plan to complete the first three courses while allowing adequate time to schedule and complete the fourth course within 18 months of enrollment.
143	Completion Requirements. Complete all requirements as outlined in the course syllabus.	Completion Requirements. Students must complete the self-study course requirements (courses 00022A, 00022B, and 00022C) with scores of at least 70 percent. The minimum score for completion of course 00022D is 80 percent.
143	Insert effective 1 October 2013: <div><div><div><div><div>MSOS003 Courses</div><div>00022A Communication and International Security Studies</div><div>00022B Leadership</div><div>00022C Warfare and Profession of Arms</div><div>00022D Integration and Application</div><div>Total</div></div><div><div>Contact Hours</div><div>68</div><div>36</div><div>66</div><div>23</div><div>193</div></div></div></div></div>	
143-144	Insert effective 1 October 2013: <div><div><div><div><div>Communication and International Security Studies</div><div>This course combines communication studies and international security studies in a process-purpose pairing. The process-purpose construct as presented in this course is applicable to the individual, team, organizational, and national levels of interaction. For this course, we consider the purposes that deal with the security of the nation in the international security environment, for which good communications skills are critical.</div></div><div><div>Leadership</div><div>This course develops the foundational pillars for successful Air Force leadership. Introspection, followership, full-range leadership styles, and associated behaviors are presented as tools to hone professionalism, humility, self-control, and personal discipline that lead to successful mission accomplishment. Further, problem-solving, decision-making, and process skills improvement are recommended additional tools that contribute to reliable data analyses, informed decision-making success, and anticipation of second- and third order effects. The study of social leadership acumen is provided in order to develop advanced skills in accountability, diversity, team building, coaching/mentoring, and leadership/counseling. Lessons at the strategic level provide a macro view for developing leaders. Finally, resource management, strategic tools, strategic thinking, and leading change in organizations are addressed as key areas for organizational success and, ultimately, mission accomplishment.</div></div></div></div><div><div>68 Contact Hours</div><div>36 Contact Hours</div></div></div>	

	<p>Warfare and Profession of Arms 66 Contact Hours</p> <p>The Warfare and Profession of Arms course deals with how company grade officer’s conduct themselves and lead others as warriors and Airmen in the conduct of air operations. Students learn how their unique profession stresses the importance of keeping themselves and their people physically, mentally, and spiritually well in order to accomplish the mission. Additionally, course materials explain how Air Force core values and airmanship form the basis of ethical conduct, which is manifest in part through the military justice system. Students also learn the tools of their trade, to include how Air Force doctrine guides the application of airpower through the service’s roles, functions, and mission. Because the Air Force is just one part of the joint fight, students learn how sister services operate by themselves and with the Air Force, as well as how joint planning concepts synergistically employ all services in accomplishing mission objectives.</p> <p>Integration and Application 23 Contact Hours</p> <p>In this course, students work independently and in groups on a variety of projects designed to demonstrate their content mastery of the preceding three courses. These projects include developing personal biographies and development plans as well as analyzing journal articles. Students provide feedback to their peers prior to the submission of projects to instructors at Air University for review and scoring. Online forums with discussion questions are available for student response and comment. For this course, students must select their four-week, instructor-led, DL term.</p>	
SQUADRON OFFICER COLLEGE LEADERSHIP DEVELOPMENT PROGRAM PROFESSIONAL CONTINUING EDUCATION		
Page	Reads in 2012-2013 AU Catalog	Should Read – effective 1 October 2013
144, 2 nd paragraph	Active duty, AFRES, and ANG officers and Air Force civilians may enroll in leadership development program (LDP) courses via a self-enrollment DL process. Enrollees will have six months in which to complete a course or they will be disenrolled. Course completion will not appear anywhere in a member’s record but will appear on the member’s AU transcript. Students do not receive any PME or DE credits for completion. Also, these credits cannot be transferred into AU degree programs.	USAF active duty, AFRES, ANG officers, and Air Force civilians may enroll in LDP courses via a self-enrollment DL process. Enrollees will have six months in which to complete a course, or they will be disenrolled. Course completion appears in students’ professional education records via their development plan on the AF Portal at the following link: https://w20.afpc.randolph.af.mil/MYXDP . Course completion will also appear on the member’s AU transcript. Students do not receive any PME credits for completion, and LDP courses cannot be transferred into AU degree programs.
INTERNATIONAL OFFICER SCHOOL		
Page	Reads in 2012-2013 AU Catalog	Should Read – effective 1 October 2013
149	<p>Eligibility. (2nd paragraph)</p> <p>The SOS and ACSC preparatory courses require an English comprehension level test score of 70, while the AWC preparatory course requires a test score of 80. Students must meet certain physical standards outlined in the Air Force Education and Training Course Announcements.</p>	<p>Eligibility. (2nd paragraph)</p> <p>All three preparatory courses require an English comprehension-level test score of 80. Students attending Squadron Officer School must meet certain physical standards outlined in the Air Force Education and Training Course Announcements (ETCA).</p>

151	SYLLABUS		SYLLABUS	
	MIOS001 SOS Preparatory Course	Contact Hours	MIOS001 SOS Preparatory Course	Contact Hours
	Administration	17	Administration	17
	Field Studies Program	76	Field Studies Program	76
	Communications	81	Communications	81
	Military Studies	13	Military Studies	13
	Leadership	37	Leadership	37
	Total	224	Total	224
	MIOS002 ACSC Preparatory Course	Contact Hours	MIOS002 ACSC Preparatory Course	Contact Hours
	Administration	33	Administration	33
	Field Studies Program	81.5	Field Studies Program	81.5
	Communications	98.5	Communications	98.5
	Military Studies	15.5	Military Studies	15.5
	Leadership	6	Leadership	6
	Total	234.5	Total	234.5
	MIOS003 AWC Preparatory Course	Contact Hours	MIOS003 AWC Preparatory Course	Contact Hours
	Administration	27	Administration	27
	Field Studies Program	121	Field Studies Program	121
	Communications	80	Communications	80
	Military Studies	39	Military Studies	39
	Total	267	Total	267
ADVANCED NUCLEAR CONCEPTS COURSE				
152	<p>Insert effective 1 October 2013:</p> <p>Mission. <i>Provide education and research on the nuclear enterprise and Weapons of Mass Destruction (WMD) threats and appropriate countermeasures to AF and DoD leaders.</i></p> <p>Program Description. The course provides an in-depth look at key aspects of the Air Force nuclear enterprise to enable better understanding of nuclear deterrence history, theory, and application; nuclear operations policy and strategy; nuclear incident/accident response; and nuclear surety and effects.</p> <p>Learning Outcome. Provide an in-depth study of the U.S. nuclear enterprise that will allow core nuclear Airmen to assume leadership/HHQ positions dealing with the implementation of nuclear policy, management of the nuclear enterprise and execution of strategic deterrence operations.</p> <p>Faculty. The qualifications for faculty include extensive backgrounds in the Air Force nuclear enterprise (nuclear operations (e.g., ICBM/Bomber operations), nuclear security forces, missile and nuclear weapons maintenance, arms control, weapons systems acquisition,</p>			

	<p>and/or policy development) to provide the professional functional expertise. The course uses adjunct professors, visiting instructors and subject-matter experts from the Air University (AU), National Nuclear Security Administration (NNSA) and the National Nuclear Laboratories (e.g., Sandia National Lab (SNL), Lawrence Livermore National Lab (LLNL), and Los Alamos National Lab (LANL), Air Force Nuclear Weapons Center (AFNWC), Headquarters Air Staff, Defense Threat Reduction Agency (DTRA), Air Force Global Strike Command (AFGSC), and United States Strategic Command (USSTRATCOM) to provide specific academic focus on nuclear topics. In addition, a retired Air Force General Officer with extensive experience in the Air Force Nuclear enterprise serves as an in-resident Senior Mentor for each class.</p> <p>Duration. 5 days.</p> <p>Eligibility. E8-E9, O4-O6, Civilian equivalent core nuclear Airmen assigned to squadron/group leadership positions or occupying HAF/NAF, MAJCOM/COCOM/Joint Staff billets at the AO/Branch Chief level with nuclear operations, maintenance, logistics, support, or acquisition responsibilities within the nuclear enterprise. DoD Secret security clearance with Restricted Data (RD) and Critical Nuclear Weapons Design Information (CNWDI) access is required for the course.</p> <p>Reference the Education and Training Course Announcements (ETCA) web site at https://etca.randolph.af.mil for additional information. ETCA course number: MNUC300.</p> <p>Completion Requirement. Students must complete the following 40-hours in-resident program and demonstrate satisfactory understanding of the Air Force Nuclear Enterprise by successfully completing the end of course exercise to graduate.</p> <p style="text-align: center;">Course Description</p> <p>MNUC300 Advanced Nuclear Concepts Course 40 Contact Hours</p> <p>The major areas of instruction cover nuclear history and lifecycle, nuclear effects, nuclear surety, nuclear command and control, nuclear policy/strategy/deterrence theory, the U.S. Nuclear Enterprise, nuclear accident/incident response, and stockpile maintenance and sustainment. These subjects are essential for individuals who are at the 9+ year point working in the Air Force Nuclear Enterprise and the course is designed to enhance awareness of the USAF's nuclear mission among core nuclear Airmen occupying or moving into Wing/Squadron leadership and /or HHQ staff positions who deal with the implementation of nuclear policy, management of the nuclear enterprise and execution of nuclear deterrence operations. Facilitated discussions and exercises are designed to enhance student critical thinking on 21st Century nuclear deterrence operations issues. Attendees receive updates on current Air Staff/DoD/DOE nuclear policy and procedures. This course is taught 4 times per year at Kirtland AFB, NM. This education is a primary component of the Chief of the Air Force's vision to strengthen the Air Force nuclear enterprise.</p>
	SENIOR LEADER NUCLEAR MANAGEMENT COURSE
152	<p>Insert effective 1 October 2013:</p> <p style="text-align: center;">Senior Leader Nuclear Management Course</p> <p style="text-align: center;"><i>Internet Address</i> http://cpc.au.af.mil/</p>

Mission. *Provide education and research on the nuclear enterprise and WMD threats and appropriate countermeasures to AF and DoD leaders.*

Program Description. The purpose of the Senior Leader Nuclear Management Course is to provide a forum for senior leaders to discuss deterrence theory, nuclear policy, arms control and other nuclear issues.

Learning Outcome. Facilitate discussions on nuclear issues and implications for the nuclear enterprise.

Faculty. The qualifications for faculty include extensive backgrounds in the Air Force nuclear enterprise (nuclear operations (e.g., ICBM/Bomber operations), nuclear security forces, missile and nuclear weapons maintenance, arms control, weapons systems acquisition, and/or policy development) to provide the professional functional expertise. The course uses adjunct professors, visiting instructors and subject-matter experts from the Air University (AU), National Nuclear Security Administration (NNSA) and the National Nuclear Laboratories (e.g., Sandia National Lab (SNL), Lawrence Livermore National Lab (LLNL), and Los Alamos National Lab (LANL), Air Force Nuclear Weapons Center (AFNWC), Headquarters Air Staff, Defense Threat Reduction Agency (DTRA), Air Force Global Strike Command (AFGSC), and United States Strategic Command (USSTRATCOM) to provide specific academic focus on nuclear topics. In addition, a retired Air Force General Officer with extensive experience in the Air Force Nuclear Enterprise serves as an in-resident Senior Mentor for each class.

Duration. 2 days.

Eligibility. Senior leaders who are either a) working internal to the nuclear enterprise and are in an O6/Civilian Equivalent level HAF/MAJCOM 3-letter or Wing/Group Command billet or E9 in similar functional expert billets; b) flag officers and Senior Executive Service personnel that have nuclear responsibilities anywhere in their portfolio of responsibilities. A DoD Top Secret security clearance is required for the course.

Reference the Education and Training Course Announcements (ETCA) web site at <https://etca.randolph.af.mil> for additional information. ETCA course number: MNUC400.

Completion Requirement. Students must complete the following 16-hours resident program and participate in case study development to graduate.

Course Description

MNUC400 Senior Leader Nuclear Management Course

16 Contact Hours

This course prepares senior Air Force leaders (O6 commanders, flag officers, and SES personnel) with the leadership tools and understanding of command challenges, resources, and operational concepts that are the basis of the U.S. government's nuclear weapons posture. Though facilitated small group discussions, and participation in focused case studies, examining U.S. nuclear policy, doctrine, and deterrence strategy and theory, attendees' understanding of and effectiveness to articulate and advocate USAF nuclear policy positions will be enhanced. A retired Air Force General Officer with extensive experience in the Air Force Nuclear Enterprise serves as an in-resident Senior Mentor and facilitator for each class. This education is a primary component of the Chief of the Air Force's vision to strengthen the Air Force Nuclear Enterprise.

OFFICER TRAINING SCHOOL ACADEMIC INSTRUCTOR COURSE																																										
Page	Reads in 2012-2013 AU Catalog	Should Read – effective 1 October 2013																																								
154	Duration. The OTS AIC is delivered in 40 academic days.	Duration. The OTS AIC is delivered in 8 academic days.																																								
154	SYLLABUS and Course Contact Hours MOTS004 OTS Academic Instructor Course 320 Contact Hours	SYLLABUS and Contact Hours (Course Title, Number, and Description unchanged/Contact Hours change only) MOTS004 OTS Academic Instructor Course 40 Contact Hours																																								
OFFICER TRAINING SCHOOL																																										
Page	Reads in 2012-2013 AU Catalog	Should Read – effective 1 October 2013																																								
156	<p>Faculty. Before assuming leadership of a flight, each flight commander must attend and be certified through the OTS AIC. The courses, Initial Qualification Training and Mission Qualification Training, can be found in the Education and Training Course Announcement.</p> <p>Duration. OTS currently conducts seven BOT classes, six COT classes, two RCOT classes, and four AMS classes each year. The BOT program is 12–13 weeks long (61 training days); the COT program is 4.5 weeks long (23 training days); the RCOT program is two weeks long (13 training days), plus the correspondence portion; and the AMS program is six weeks long (40 training days). In fiscal year (FY) 2011 BOT graduated 594 students, COT/RCOT graduated 1,336 students, and AMS graduated 448 officers. These numbers are expected to change to 2,800 in FY 2012.</p> <p style="text-align: center;">Basic Officer Training SYLLABUS</p> <table><tr><th>MOTS001 Instructional Areas</th><th>Contact Hours</th></tr><tr><td>Leadership Studies/Field Leadership</td><td>179.50</td></tr><tr><td>Communication Skills</td><td>20.00</td></tr><tr><td>Profession of Arms</td><td>29.00</td></tr><tr><td>Warfare Studies/International Studies</td><td>57.00</td></tr><tr><td>Military Training/Field Training</td><td>117.00</td></tr><tr><td>Admin/Processing/Testing/Orientation/Counseling</td><td>135.50</td></tr><tr><td>Physical Training/Air Force Combatives Program</td><td>55.00</td></tr><tr><td>Air Force Culture/Drill and Ceremonies</td><td>122.75</td></tr><tr><td>Total</td><td>715.75</td></tr></table>	MOTS001 Instructional Areas	Contact Hours	Leadership Studies/Field Leadership	179.50	Communication Skills	20.00	Profession of Arms	29.00	Warfare Studies/International Studies	57.00	Military Training/Field Training	117.00	Admin/Processing/Testing/Orientation/Counseling	135.50	Physical Training/Air Force Combatives Program	55.00	Air Force Culture/Drill and Ceremonies	122.75	Total	715.75	<p>Faculty. Before assuming leadership of a flight, each flight commander must attend and be certified through the OTS AIC, Initial Qualification Training, and Mission Qualification Training.</p> <p>Duration. OTS currently conducts eight BOT classes, six COT classes, two RCOT classes, and four AMS classes each year. The BOT program is 47 training days; the COT program is four-and-one-half weeks long (23 training days); the RCOT program is two weeks long (13 training days), plus the correspondence portion; and the AMS program is six weeks long (40 training days). In fiscal year (FY) 2012, BOT graduated 641 students, COT/RCOT graduated 1,436 students, and AMS graduated 433 officers. These numbers are expected to change to nearly 2,800 in FY 2013.</p> <p style="text-align: center;">Basic Officer Training SYLLABUS</p> <table><tr><th>MOTS001 Instructional Areas</th><th>Contact Hours</th></tr><tr><td>Leadership Studies/Field Leadership</td><td>163.50</td></tr><tr><td>Communication Skills</td><td>17.00</td></tr><tr><td>Profession of Arms</td><td>23.00</td></tr><tr><td>Warfare Studies/International Studies</td><td>43.00</td></tr><tr><td>Military Training/Field Training</td><td>22.00</td></tr><tr><td>Admin/Processing/Testing/Orientation/Counseling</td><td>133.50</td></tr><tr><td>Physical Training/Air Force Combatives Program</td><td>53.00</td></tr><tr><td>Air Force Culture/Drill and Ceremonies</td><td>84.25</td></tr><tr><td>Total</td><td>639.25</td></tr></table>	MOTS001 Instructional Areas	Contact Hours	Leadership Studies/Field Leadership	163.50	Communication Skills	17.00	Profession of Arms	23.00	Warfare Studies/International Studies	43.00	Military Training/Field Training	22.00	Admin/Processing/Testing/Orientation/Counseling	133.50	Physical Training/Air Force Combatives Program	53.00	Air Force Culture/Drill and Ceremonies	84.25	Total	639.25
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Total	639.25																																									
157	<p>MOTS001 Basic Officer Training (24th Training Squadron) 715.75 Contact Hours</p> <p>This course provides pre-commissioning training for selected applicants to meet Air Force requirements by career area. It includes</p>	<p>MOTS001 Basic Officer Training (24th Training Squadron) 639.25 Contact Hours</p> <p>This course provides pre-commissioning training for selected applicants to meet Air Force requirements by career area. It</p>																																								

	<p>communication skills, leadership studies, professional knowledge, warfare studies, and military application and training (practical field leadership, physical fitness, and drill and ceremonies). These basic military subjects are essential in developing selected college graduates to take their places as second lieutenants in the Air Force.</p> <p>BOT is a challenging 61-training-day program that imparts to its active duty and AFRES graduates the importance of leadership, discipline, attention to detail, and dedication to service. It stresses commitment to the profession of arms and motivates graduates to adhere to the highest standards of integrity, service before self, and excellence in all they do. This challenging environment provides numerous tests for leadership skills through classroom and field-training exercises and operation of the officer trainee and student wing. The capstone event is a five-day, four-night AEF exercise.</p>	<p>includes communication skills, leadership studies, professional knowledge, warfare studies, and military application and training (practical field leadership, physical fitness, and drill and ceremonies). These basic military subjects are essential in developing selected college graduates to take their places as second lieutenants in the Air Force.</p> <p>BOT is a challenging 47-training-day program that imparts to its active duty and AFRES graduates the importance of leadership, discipline, attention to detail, and dedication to service. It stresses commitment to the profession of arms and motivates graduates to adhere to the highest standards of integrity, service before self, and excellence in all they do. This challenging environment provides numerous tests for leadership skills through classroom and field-training exercises and operation of the officer trainee and student wing. The capstone event is a three-day, two-night AEF exercise.</p>																														
	CIVILIAN ACCULTURATION AND LEADERSHIP TRAINING																															
Page	Reads in 2012-2013 AU Catalog	Should Read – effective 1 October 2013																														
161	<p>Learning Outcomes.</p> <ul style="list-style-type: none">Effectively apply ideas verbally in a military setting.Effectively apply ideas in writing using military writing formats.	<p>Learning Outcomes.</p> <ul style="list-style-type: none">Effectively express ideas verbally in a military setting.Effectively express ideas in writing using military writing formats.																														
162	<p>Eligibility. The CALT program accepts applications from Air Force civilians who have from two to five years of continuous federal service, have no prior military service, and hold a bachelor’s degree. There are seven classes per year with 40 students in each class.</p> <p>Reference the ETCA website at https://etca.randolph.af.mil for additional information (ETCA course number: MOTS009).</p> <p style="text-align: center;">SYLLABUS</p> <table><tr><th>MOTS009 Instruction Areas</th><th>Contact Hours</th></tr><tr><td>Leadership Studies</td><td>39</td></tr><tr><td>Communication Skills</td><td>9</td></tr><tr><td>Profession of Arms</td><td>17</td></tr><tr><td>Military Studies</td><td>3</td></tr><tr><td>Processing/Admin/Orientation/Testing</td><td>8</td></tr><tr><td>Physical Training</td><td>4</td></tr><tr><td>Total</td><td>80</td></tr></table>	MOTS009 Instruction Areas	Contact Hours	Leadership Studies	39	Communication Skills	9	Profession of Arms	17	Military Studies	3	Processing/Admin/Orientation/Testing	8	Physical Training	4	Total	80	<p>Eligibility. The CALT program accepts applications from Air Force civilians who have from two to five years of continuous federal service, have no prior military service, and hold a bachelor’s degree. There are six to eight classes per year with 26 students in each class.</p> <p style="text-align: center;">SYLLABUS</p> <table><tr><th>MOTS009 Instruction Areas</th><th>Contact Hours</th></tr><tr><td>Leadership Studies</td><td>48</td></tr><tr><td>Communication Skills</td><td>7</td></tr><tr><td>Profession of Arms</td><td>5</td></tr><tr><td>Warfare Studies</td><td>10</td></tr><tr><td>Processing/Admin/Orientation/Testing</td><td>8</td></tr><tr><td>Total</td><td>78</td></tr></table>	MOTS009 Instruction Areas	Contact Hours	Leadership Studies	48	Communication Skills	7	Profession of Arms	5	Warfare Studies	10	Processing/Admin/Orientation/Testing	8	Total	78
MOTS009 Instruction Areas	Contact Hours																															
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Processing/Admin/Orientation/Testing	8																															
Total	78																															

162	<p>Insert effective 1 October 2013:</p> <p style="text-align: center;">Course Descriptions</p> <p>Leadership Studies 48 Contact Hours These lessons examine the principles of leadership, the leadership competencies of the Air Force, and how the Air Force core values tie into leadership; consider the complex and challenging area of change management; and allow students to discuss a series of case studies designed to give them an opportunity to apply corrective supervision and counseling techniques in role-play situations. They also examine the nature of effective followership, highlight the value of individuals bringing dissimilar backgrounds and experiences together and how it enhances overall team performance, give a basic introduction for ethics training, and cover the five functions of management. Additionally, lessons introduce students to the concept of power and how it affects the leadership process, explore the Air Force's eight-step problem-solving process, present an introduction to stress management, lay the foundation for team building, and provide basic guidelines for workplace professionalism.</p> <p>Communication Skills 7 Contact Hours These lessons give students an introduction to military writing, specifically writing accomplishment-impact bullet statements, and a game plan for preparing a military briefing, emphasizing the basics of delivery, appearance, voice, eye contact, gestures, and movement. Students are required to turn in a talking paper and deliver a professional military briefing.</p> <p>Profession of Arms 5 Contact Hours These lessons provide insight into air expeditionary concepts and Air Force core values and explain the Air Force policy on professional and unprofessional relationships.</p> <p>Warfare Studies 10 Contact Hours These lessons discuss the levels of air and space doctrine, each Air Force core function, the means and methods by which the Air Force accomplishes assigned missions, and the resources used to execute missions.</p> <p>Processing/Admin/Orientation/Testing 8 Contact Hours These instruction areas include in-processing, course overview, assignments, testing, graduation, and out-processing.</p>		
	AIR FORCE RESERVE OFFICER TRAINING CORPS		
Page	Reads in 2012-2013 AU Catalog		Should Read – effective 1 October 2013
163, 2 nd paragraph	Cadets not enrolled in AFROTC as freshmen or sophomores must complete an extended field training unit.		Cadets not enrolled in AFROTC as freshmen or sophomores complete an academic training program at their host detachment, equivalent to the GMC academic curricula, prior to attending field training.
163	<p>Learning Outcomes. As a graduate of the Holm Center's commissioning education program, a new officer must be able to do the following:</p> <ul style="list-style-type: none"> • Show cultural awareness. The graduate must comprehend cultural awareness and demonstrate respect for social diversity, organizational dynamics, joint perspective, and global differences. 		<p>Learning Outcomes. As a graduate of the Holm Center's commissioning education program, a new officer must be able to embrace the following:</p> <ul style="list-style-type: none"> • Comprehend the roles and responsibilities of an Air Force officer. • Comprehend the Air Force human relations programs such as

	<ul style="list-style-type: none"> • Possess an expeditionary mind-set. The graduate must apply air expeditionary mind-set skills and knowledge and know that every Airman must be prepared to support military operations, whether deployed or at home station. • Demonstrate qualities of a person of character. The graduate must demonstrate character, core values, and a high moral code; treat others with mutual respect; and demonstrate a strong sense of ethics. • Demonstrate leadership appropriate for the twenty-first century. The graduate must apply leadership skills by exercising the leadership fundamentals and skills necessary to accomplish the mission and effect positive change at the tactical level. • Array himself or herself as a motivated professional. The graduate must comprehend and exhibit a willingness to accept the foundation of knowledge. The graduate must also exhibit a commitment to mastering technical skills and embody a proactive, enthusiastic approach to everyday activities. • Show a willingness to serve the nation. The graduate must comprehend the tenets and values contained in the US Constitution while understanding an officer's role and responsibilities. Graduates will voluntarily take the oath of office and accept a commission. • Embody warrior ethos. The graduate must comprehend and exhibit the embodiment of the warrior spirit: tough-mindedness, tireless motivation, an unceasing vigilance, a willingness to sacrifice one's life for the country, if necessary, and a commitment to be the world's premier air, space, and cyberspace force. 	<ul style="list-style-type: none"> • equal opportunity and treatment. • Effectively apply leadership skills. • Effectively apply followership skills. • Comprehend the importance of adherence to Air Force core values. • Effectively express ideas verbally in a military setting. • Effectively express ideas in writing using military writing formats. • Know the role of air and space power in maintaining national security. • Know the role of joint operations in US national security. • Comprehend the principles of cross-cultural communications.
164	* Standard Field Training 380 Hours; Extended Field Training 429.5 Hours	*Standard Field Training 380 Hours
AIR FORCE RESERVE OFFICER TRAINING CORPS INSTRUCTOR AND ORIENTATION COURSES		
165	<p>Insert effective 13 March 13:</p> <p>Air Force Reserve Officer Training Corps Instructor and Orientation Courses 64 Contact Hours</p> <p>Program Description: An 8-day, mission-essential course hosted by the Holm Center Curriculum Directorate, this course prepares newly assigned AFROTC instructors to teach and supervise within the AFROTC academic environment and orients and prepares them for AFROTC detachment duties at geographically separated units (GSU). Major areas are learning theory, teaching methods, critiquing of student writing, and speaking and evaluation. Methods usually taught include the informal lecture, guided discussion, experiential method, demonstration-performance, and case study. The course provides for maximum participation in learning. The majority of class time is devoted to small-group activity. Each student must plan and present teaching lessons. Students are urged to use AFROTC lesson material to prepare the required teaching lessons and test items. They also receive ROTC instruction in curriculum, professional relations, leadership, counseling, and legal issues and meet with subject-matter experts concerning instructional development. Each AFROTC detachment has enlisted personnel assigned to assist with daily operations. These individuals are required to complete the following course.</p>	

	<p>Learning Outcomes. As a graduate of the Holm Center’s APAS courses , the student must be able to do the following:</p> <ul style="list-style-type: none">• Plan instruction. The graduate must comprehend the domains of learning related to instructional design, the process of designing level-of-learning lessons, and the various methods of teaching and must know the components of the Air Force ISD model.• Deliver instruction. The graduate must prepare effective presentations, use questions effectively to promote learning, employ proxemics to enhance the learning environment, and incorporate reflective teaching techniques to improve teaching ability.• Evaluate instruction. The graduate must comprehend the concept of educational evaluation and principles and techniques of writing student-centered multiple-choice and essay test items as part of the ISD design phase and the systematic construction and use of performance evaluation rating instruments.• Demonstrate instructional competency. The graduate must apply instructional competency through teaching exercises.• Address unit requirements. The graduate must comprehend the organization’s personnel requirements, unit support, and cadet or student-support processes. <p>Eligibility. Newly selected AFROTC APAS who have been assigned as instructors at the 145 AFROTC detachments across the United States and Puerto Rico. APASs are selected through the Air Force assignment system. Some APASs must be approved by the university with which they will serve.</p>											
	AIR FORCE JUNIOR RESERVE OFFICER TRAINING CORPS ACADEMIC INSTRUCTOR COURSE											
	Reads in 2012-2013 AU Catalog	Should Read – effective 1 October 2013										
166	<p>Duration. The AIC is delivered in 10 academic days; the Instructor Recertification course is delivered in 4.5 academic days.</p> <p style="text-align: center;">SYLLABUS</p> <table><tr><th>Course Number and Title</th><th>Contact Hours</th></tr><tr><td>MAFJROTC003 AFJROTC Academic Instructor Course</td><td>80</td></tr></table>	Course Number and Title	Contact Hours	MAFJROTC003 AFJROTC Academic Instructor Course	80	<p>Duration. The AIC is delivered in 5 academic days.</p> <p>Insert:</p> <p style="text-align: center;">SYLLABUS</p> <table><tr><th>Course Number and Title</th><th>Contact Hours</th></tr><tr><td>MAFJROTC003 AFJROTC Academic Instructor Cou</td><td>40</td></tr><tr><td>MAFJROTC008 AFJROTC Instructor Recertification</td><td>32</td></tr></table>	Course Number and Title	Contact Hours	MAFJROTC003 AFJROTC Academic Instructor Cou	40	MAFJROTC008 AFJROTC Instructor Recertification	32
Course Number and Title	Contact Hours											
MAFJROTC003 AFJROTC Academic Instructor Course	80											
Course Number and Title	Contact Hours											
MAFJROTC003 AFJROTC Academic Instructor Cou	40											
MAFJROTC008 AFJROTC Instructor Recertification	32											
167	<p>MAFJROTC003 AFJROTC Academic Instructor Course 80 Contact Hours</p>	<p>MAFJROTC003 AFJROTC Academic Instructor Course 40 Contact Hours</p> <p>This course prepares newly assigned AFJROTC faculty to teach in private, public, and DOD dependent high schools worldwide. It is a rigorous, comprehensive, and fast-paced course that requires extensive reading and preparation and moderate research. Major curricular areas include learning theory, learner-centered instructional activities, setting instructional outcomes through lesson planning, and preparation. Teaching methodologies include formal and informal lecture, guided discussion, teaching interview, group activities, and demonstration performance. The course is organized for maximum participation in learning. A majority of class</p>										

		time is devoted to seminar activities. Students plan and present teaching lessons, develop test items, and participate in specialized labs to meet AFJROTC requirements. Students must effectively plan and present teaching lessons. They are urged to use AFJROTC lesson plans to prepare the required teaching lessons. Students also receive AFJROTC instruction in curriculum, professional relations, leadership, counseling, twenty-first-century learning standards, classroom performance systems, creative teaching strategies, and diverse learning styles. They are introduced to secondary school challenges and concerns. This required course is directed by AFJROTC Instruction (AFJROTCI) 36-2001, <i>Air Force Junior ROTC Operations</i> .
	AIR FORCE JUNIOR RESERVE OFFICER TRAINING CORPS	
167	<p>Insert effective 1 October 2014:</p> <p>AIR FORCE JUNIOR RESERVE OFFICER TRAINING CORPS</p> <p><i>Internet Address</i> http://www.au.af.mil/au/holmcenter/AFJROTC/</p> <p>Program Description. AFJROTC is a secondary school program designed to develop citizens of character dedicated to serving their nation and community. To support this mission, the Jeanne M. Holm Center for Officer Accessions and Citizen Development (Holm Center) produces “world-class” twenty-first-century learner-centered academic materials for AFJROTC high school cadets located at 887 secondary schools worldwide. Currently there are over 121,000 cadets in the program.</p> <p>Each AFJROTC class consists of three components: aerospace science, leadership education, and a wellness program. Citizenship and character education, the heart of the curriculum program, are primarily embedded in the leadership education series of courses, while sense of service and education in science and technology-related aerospace science are primarily found in the aerospace science series of courses. The flexibility of the AFJROTC curricula design enables each unit to meet the needs of their programs and accomplish the requirements set forth by the district and/or state. The curriculum is correlated to national standards using the Midcontinent Research for Educational and Learning (McREL) standards. In addition to the McREL standards, the other national standards alignments include the following:</p> <ul style="list-style-type: none"> • National Science Education Standards (NSES), • Math Standards and Expectations, • National Council for the Social Studies (NCSS), • Geography for Life—National Geography Standards, and the • International Society for Technology in Education (ISTE) National Educational Technology Standards for Students (NETS•S). <p>The correlations and alignments provide the foundation for standards-based curriculum and should assist each unit meeting district and state requirements. To reinforce what is taught in the classroom, students participate in many outside activities such as field trips to military bases, aerospace facilities and industries, museums, civilian airports, and other areas related to aerospace education. AFJROTC units also offer the</p>	

opportunity to participate in extracurricular activities, including drill and ceremonies, summer leadership schools, and honorary academic groups. Additionally, community service projects are a major part of the AFJROTC experience and help instill a sense of civic pride and citizenship.

The AFJROTC curriculum is awarded continuing accreditation with the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACSCASI).

The goals of the AFJROTC program are to instill the values of citizenship, service to the United States, personal responsibility, and a sense of accomplishment.

Learning Outcomes.

- To educate and train students in citizenship and life skills
- To promote community service
- To instill a sense of responsibility
- To develop character and self-discipline through education and instruction in air and space fundamentals and the Air Force's core values of "integrity first, service before self, and excellence in all we do"

Faculty. Retired Air Force commissioned and noncommissioned officers are full-time credentialed faculty members of the participating high school and are employed by the local school board to teach AFJROTC classes.

Duration. Standard academic training is 120–180 contact hours.

Eligibility. The AFJROTC program provides citizenship training and an aerospace science program for high school youth. Enrollment in the AFJROTC program is open to all young people who are in grades 9–12, are physically fit, and are US citizens. Host schools are selected upon the basis of fair and equitable distribution throughout the nation.

SYLLABUS

Course Number and Title

AS 100 A Journey into Aviation History
AS 200 The Science of Flight: A Gateway to New Horizons
AS 220 Cultural Studies: An Introduction to Global Awareness
AS 300 Exploring Space: The High Frontier
AS 400 Management of the Cadet Corps
AS 410 Survival: Survive • Return
AS 500 Aviation Honors Ground School
LE 100 Citizenship, Character, and Air Force Tradition
LE 200 Communication, Awareness, and Leadership
LE 300 Life Skills and Career Opportunities
LE 400 Principles of Management
LE 500 Drill and Ceremonies

	<p>Note: There are 664 school districts nationwide that require each high school with a JROTC program adapt to individual state/district requirements for awarding credit.</p> <p style="text-align: center;">Course Descriptions</p> <p>For more information regarding AFJROTC courses, go to http://www.au.af.mil/au/holmcenter/AFJROTC/index.asp.</p>	
	MLMDC874 USAF Senior Materiel Leader Course	
	Reads in 2012-2013 AU Catalog	Should Read – effective 1 October 2013
172	<p>MLMDC874 USAF Senior Materiel Leader Course</p> <p>Course Description: This course prepares newly selected and inexperienced senior materiel leaders to meet the responsibilities of systems and sustainment program leadership and introduces attendees to their roles as director within the framework of Air Force policy. The course gives attendees a basic knowledge of the responsibilities, resources, operational concepts, and practices so they will quickly and effectively execute the full spectrum of weapon system acquisition and sustainment, and understand director responsibility, accountability, and discipline approaches to leadership and management.</p>	<p>MLMDC874 USAF Senior Materiel Leader Course</p> <p>Course Description: This course prepares newly selected senior materiel leaders to meet the responsibilities of life-cycle management of major weapon systems, and introduce attendees to their roles as director or commander within the framework of Air Force policy. Provides attendees a basic knowledge of the responsibilities, resources, operational concepts and practices so they will quickly and effectively execute the full spectrum of weapon system acquisition and sustainment; understand director and commander responsibility, accountability and discipline approaches to leadership and management.</p>
	MLMDC875 USAF Operations Course for Group Commanders	
Page	Reads in 2012-2013 AU Catalog	Should Read – effective 1 October 2013
173	<p>MLMDC875 USAF Operations Group Commander's Course</p> <p>Course Description: This course prepares operations group commander selectees to meet the responsibilities of operations group leadership and introduces attendees to their roles as commander of an operations group within the framework of Air Force policy. The course provides an understanding of command responsibility, accountability, and discipline; approaches to leadership and management; contemporary attitudes; and cultural diversity. It also provides a background in group level functional areas, including intelligence, weather, airfield operations, and aircraft accident investigation, reporting, and disposition. Attendees will have the opportunity to discuss current operations issues and problems with functional area experts, experienced commanders, and their peers in a seminar environment.</p>	<p>MLMDC875 USAF Operations Course for Group Commanders</p> <p>Course Description: Provides an understanding of contemporary attitudes, approaches to leadership and management, legal responsibilities of command and selected staff functions needing management and leadership emphasis. Attendees are provided an update on current Air Staff policies and procedures associated with command. Students have the opportunity to discuss issues and problems with key staff members as well as their peers in a seminar environment.</p>
	MLMDC877 USAF Senior Leaders' Mission Generation Course	
173	<p>Insert effective 1 October 2013:</p> <p>MLMDC877 USAF Senior Leaders' Mission Generation Course</p> <p>Course Description: Designed to be taught from the senior leader perspective, the course emphasizes critical tactical and operational requirements and decision making of wing leadership by focusing on the relationship and teamwork between maintenance, operations, and</p>	
	16 Contact Hours	

	mission support.	
	USAF Personnel Professional Development School	
Page	Reads in 2012-2013 AU Catalog	Should Read – effective 1 October 2013
173	Program Description. Provides continuing education for the development and competence of force support professionals in the Total Force, including our joint partners. The courses are conducted depending on demand and funding, with some courses available completely online. In-residence courses are conducted in a professional, seminar-based forum allowing for scenario-based exercises, cross-talk from peers, and information-sharing from subject matter experts in the field.	Program Description. Provides continuing education for the development and competence of force support professionals in the Total Force, including our joint partners. The courses are conducted depending on demand and funding, with some courses available completely online. Resident courses are conducted in a professional, seminar-based forum allowing for scenario-based exercises, cross-talk from peers, and information-sharing from subject matter experts in the field. Distance learning courses incorporate these same techniques using features in Blackboard and Defense Connect Online.
174	Duration. In-residence courses vary in length from two to 14 days of classroom instruction.	Duration. Residence courses vary in length from two to 14 days of classroom instruction. Distance learning courses range from 5 to 40 contact hours.
	MAFHRMS126 Basic Mediation Course	
Page	Reads in 2012-2013 AU Catalog	Should Read – effective 1 October 2013
175	MAFHRMS126 Basic Mediation Course 30.45 Contact Hours	MAFHRMS126 Basic Mediation Course (Course Number and Title unchanged/Contact Hours change only) 32 Contact Hours
	MAFHRMS140 Air Force Sexual Assault Response Coordinators Course	
179	Insert effective 6 January 2014: MAFHRMS140 Air Force Sexual Assault Response Coordinators' Course 64 Contact Hours To prepare essential information, processes, and resources through interactive lecture, guided discussions, and role plays to develop the knowledge skills that will enable them to perform their sexual assault prevention, response, and outreach responsibilities as SARCs or Victim Advocates.	
	MAFHRMS420 USAF Supervisory Refresher Course	
180	Insert effective 1 October 2013: MAFHRMS420 USAF Supervisory Refresher Course 20 Contact Hours This course provides experienced Air Force civilian supervisors with a refresher in civilian personnel management fundamentals and a focus on leadership and management competencies and key supervisory skills. The participation-based course is conducted through a Blended eLearning methodology and begins with an orientation session. It is then conducted over 5 consecutive days the following week, and students can expect to devote 4 hours per day to the class. The curriculum consists of 20 hours of material, which includes orientation, live webinars, reading/viewing time, team exercises/activities and feedback. It is a robust course involving peer-to-peer interaction and instructor involvement. The topics range from building trust and confidence to mentoring/coaching, employee development and performance management. The goal is for students to expand their knowledge and learn how to better apply the knowledge in their supervisory roles.	

	MFSS275 FORCE SUPPORT CONTINGENCY COURSE	
Page	Reads in 2012-2013 AU Catalog	Should Read – effective 1 October 2013
181	MFSS275 Force Support Contingency Course 40 Contact Hours	MFSS275 Force Support Contingency Course 37 Contact Hours (Course description unchanged)
	MFSS316 FSS DEVELOPMENT FLIGHT LEADERSHIP COURSE	
184	Insert effective 1 October 2013: MFSS316 FSS Development Flight Leadership Course 34 Contact Hours <p>This course is for officers and civilian equivalents holding force development flight chief/commander positions. Successful completion of MFSS300, FSS Flight Leadership Course, is a prerequisite for attending this course. Attendance in this course is recommended within 120 days of being assigned as a flight leader and no sooner than two years after the initial skills course. The course is a blended eLearning course taught to the students at their home station. The course focuses on force development flight-specific topics including field operating agency perspective, education and training section operations, library operations, professional development section operations, ALS operations, and flight-specific information on management information systems, construction program management, test security, awards and recognition, and other related topics. This interactive course requires self-directed study in the Blackboard learning management system, virtual group projects with student presentations, and online webinars through Defense Connect Online. Students will become more effective and confident flight chief/commanders by knowing more about what is expected of them and the personnel working for them and by creating networks of fellow new and experienced flight commanders during the course.</p>	
	MFSS317 FSS AIRMAN AND FAMILY SERVICES FLIGHT LEADERSHIP COURSE	
184	Insert effective 1 October 2013: MFSS317 FSS Airman and Family Services Flight Leadership Course 36 Contact Hours <p>This course is for officers and civilian equivalents holding Airman and family services flight chief/commander positions. Attendance in this course is recommended within 120 days of being assigned as a flight leader and no sooner than two years after the initial skills course. This course provides an operational perspective on key programs/issues in the flight. It also includes a presentation by a senior civilian from the Air Staff on current/future issues impacting the career field. This course includes homework assignments, group projects, and student presentations.</p>	
	MFSS318 FSS SUSTAINMENT SERVICES FLIGHT LEADERSHIP COURSE	
184	Insert effective 1 October 2013: MFSS318 FSS Sustainment Services Flight Leadership Course 40 Contact Hours <p>This course is for officers and civilian equivalents holding FSS sustainment services flight chief/commander positions. Attendance in this course is recommended within 120 days of being assigned as a flight leader and no sooner than two years after the initial skills course. This course provides an operational perspective on key programs/issues in the flight, including fitness centers, dining facilities, lodging operations, and other flight areas as appropriate. It also includes a presentation by a senior civilian from the Air Staff on current/future issues impacting the career field. This active course includes homework assignments, group projects, and student presentations. The emphasis is on flight leadership and helping to maintain the well-being of our “Airmen weapons system.”</p>	
	MFSS319 FSS MANPOWER AND PERSONNEL FLIGHT LEADERSHIP COURSE	
184	Insert effective 1 October 2013: MFSS319 FSS Manpower and Personnel Flight Leadership Course 40 Contact Hours	

	<p>This course is for officers and civilian equivalents holding FSS sustainment services flight chief/commander positions. Attendance in this course is recommended within 120 days of being assigned as a flight leader and no sooner than two years after the initial skills course. This course focuses on manpower and personnel flight-specific topics including military personnel support section operations, manpower and organization section operations, civilian personnel support section operations, awards and recognition, crisis and humanitarian response, commander expectations and key issues, deployed commander perspective, and other related topics. This course includes homework assignments, group projects, and student presentations.</p>	
	DEFENSE FINANCIAL MANAGEMENT AND COMPTROLLER SCHOOL	
Page	Reads in 2012-2013 AU Catalog	Should Read – effective 1 October 2013
185	<p>Program Description. The Defense Financial Management and Comptroller School provides quality joint professional continuing education to DOD financial management (FM) personnel. The Defense Financial Management and Comptroller Course (DFMC) is held four or five times each year, and the Defense Decision Support Course (DDSC) is held 10 times each year. Four DDSCs are conducted at Maxwell AFB, Alabama, while the other six are performed at the home station of the unit requesting the course. The Defense Financial Management and Comptroller School has been approved as a registered sponsor on the National Registry of Continuing Professional Education (CPE) Sponsors for Group-Live Instruction.</p> <p>Duration. The DFMC is 20 academic days in length; the DDSC is four academic days.</p> <p>Eligibility. The target grades for DFMC students are O-4 and above, GS-12 and above, and E-8 and above. Air Force O-3s in the Financial Management Leadership Program and GS-11s are currently authorized to attend by exception only. The target audience for the DDSC is O-4 and above, GS-12 and above, and E-8 and above. Students selected for this course should possess a broad knowledge of the DOD FM environment, a strategic perspective, above-average critical/creative thinking, and excellent oral and written communication skills.</p> <p>Attendance for all DFMCs is authorized for personnel outside the comptroller career area when the training requirement is assessed against positions and responsibilities in resource and associated fund management. Noncomptroller personnel application packets must include a statement, endorsed by the major command/agency comptroller, highlighting the benefits of attendance.</p> <p>Reference the ETCA website at https://etca.randolph.af.mil for</p>	<p>Program Description. The Defense Financial Management and Comptroller School (DFM&CS) focuses on developing broad comptroller skills to include critical thinking, analysis, advisory responsibilities, strategic orientation, leadership, and effective communications. This mission is achieved through presentations, interactive seminars, networking, small group discussions, and facilitated exercises. The course bridges the gap between technical functions and broad financial management leadership. The students must actively participate, formulate individual and group goals, and successfully complete homework and test requirements. The course is challenging, and graduates receive graduate-level credit for their work.</p> <p>Duration. The DFM&CS consists of approximately one week of prerequisite work (a combination of online work and written requirements as specified) followed by 14 academic days in residence at Maxwell AFB, AL. The DFM&CS is normally conducted four times per year.</p> <p>The Defense Decision Support Course (DDSC) is four academic days and is normally conducted three times per year in residence at Maxwell AFB, AL.</p> <p>The DDSC may also be scheduled as a mobile course conducted upon request at installations throughout the world.</p> <p>Eligibility. The target grades for DFM&CS students are O4 and above, GS12 and above, and E8 and above. Air Force O3s in the Financial Management Leadership Program and GS11s are currently authorized to attend by exception only.</p> <p>The target audience for the DDSC varies depending on the</p>

	additional information. ETCA course numbers are listed in the syllabus table below.	location. To assist in managing throughput and funding, the target audience for in-residence DDSC classes is the same as the target for DFM&CS. In order to help facilitate organizational change and increase throughput, mobile DDSC classes are open to any available rank or grade. Students selected for this course should already possess a broad knowledge of the DOD FM environment, a strategic perspective, and above average critical/creative thinking and communication skills (oral and written). Attendance is authorized for personnel outside the comptroller career area when the training requirement is assessed against positions and responsibilities in resource management and associated fund management. Noncomptroller personnel packets must include a statement, endorsed by the major command/agency comptroller, highlighting the benefits of attendance.
186	MLMDC503 Defense Financial Management Course 160 Contact Hours	MLMDC503 Defense Financial Management Course 112 Contact Hours (Course description unchanged)
187	MLMDC504 Defense Decision Support Course 35 Contact Hours	MLMDC504 Defense Decision Support Course 32 Contact Hours (Course description unchanged)
USAF CHAPLAIN CORPS COLLEGE		
Page	Reads in 2012-2013 AU Catalog	Should Read – effective 1 October 2013
187	<p>Program Description. The curriculum provides the highest-quality professional continuing education, technical training, and resources to provide spiritual care and advice to leadership. The Air Force Chaplain Corps College (AFCCC) conducts three basic chaplain courses, two deputy wing chaplain courses, two wing chaplain courses, and three chaplain assistant apprentice courses each year. If funding is available, the college offers a variety of PCE courses each year covering topics of interest to the Chaplain Corps.</p> <p>Learning Outcomes.</p> <ul style="list-style-type: none"> • Perform duties and responsibilities commensurate with the roles of chaplains and chaplain assistants. • Demonstrate how chaplains/chaplain assistants provide for the free exercise of religion. • Explain expeditionary Air Force requirements and how to provide for ministry in the readiness environment. 	<p>Program Description. The curriculum provides the highest-quality professional continuing education, technical training, and resources to provide spiritual care and advice to leadership. The Air Force Chaplain Corps College (AFCCC) conducts five chaplain assistant apprentice courses, four basic chaplain courses, two chaplain corps spiritual leadership courses, two deputy wing chaplain courses, two wing chaplain courses, two superintendent/NCOIC chapel operations courses, two marriage care facilitator courses (distance learning), one senior chaplain course, one chaplain assistant senior leadership course, one chaplain candidate course, and one spiritual care for the wounded warrior course each year. If funding is available, the college may offer additional PCE courses each year covering topics of interest to the Chaplain Corps.</p> <p>Learning Outcomes.</p> <ul style="list-style-type: none"> • Perform professional duties and responsibilities commensurate

	<ul style="list-style-type: none"> • Leverage teamwork to accomplish the USAF Chaplain Corps College mission. <p>Faculty. AFCCC faculty members must possess a master's degree in divinity or a comparable field and be endorsed by their ecclesiastical body.</p>	<p>with the roles of chaplains and chaplain assistants in providing spiritual care.</p> <ul style="list-style-type: none"> • Understand and apply key principles to advising leadership and commanders in the discharge of their responsibilities to provide for the free exercise of religion in the context of military service as guaranteed by the Constitution with regard to ethical, moral, and morale issues and needs for all Airmen. • Understand and demonstrate how chaplains and chaplain assistants provide religious accommodation for the free exercise of religion for all Airmen and their families and are respectful of a pluralistic religious environment and supportive of all faith groups. • Apply spiritual leadership principles and demonstrate transformational leadership within the Chaplain Corps. • Comprehend expeditionary Air Force requirements and demonstrate how to provide ministry in the readiness and deployed environment. <ul style="list-style-type: none"> • Leverage religious support team operations and team building to accomplish the Chaplain Corps mission. • Develop, implement, control, and evaluate religious programs to ensure unit and wing ministry effectiveness to include unit engagement, worship, liturgies, rites, and other religious requirements for all faith groups. • Understand and demonstrate resource management of funds, facilities, supplies, and equipment to include chapel administration. • Demonstrate crisis intervention and counseling techniques and comprehend privileged communication. <p>Faculty. AFCCC chaplain-teaching faculty members must possess a master's degree in divinity or a comparable field and be endorsed by their ecclesiastical body. Chaplain assistant teaching faculty may possess higher degrees of education but be certified in education training programs.</p>
188	<p>Completion Requirement. Students evidence mastery of the chaplain concepts and processes used in the accomplishment of ministry within the Air Force.</p>	<p>Completion Requirement. Students evidence mastery of the chaplain concepts and processes used in the accomplishment of ministry within the Air Force and pass required exams and measurements.</p>

MAFCSI137 SUPERINTENDENT/NCOIC, CHAPEL OPERATIONS COURSE		
193	Insert effective 1 October 2013: MAFCSI137 Superintendent/NCOIC, Chapel Operations Course This course trains Chaplain Assistants in tactical leadership roles to execute the commander’s mission for the Chaplain Corps to provide spiritual care and facilitate the free exercise of religion at home base and deployed locations. 40 Contact Hours	
MAFCSI138 MARRIAGECARE FACILITATOR TRAINING COURSE		
193	Insert effective 1 October 2013: MAFCSI138 MarriageCare Facilitator Training Course This course will train chaplains to host and teach the MarriageCare curriculum at their respective ministry locations. Chaplains will receive in-depth training in all MarriageCare blocks of instruction and the proper application thereof. Chaplains must demonstrate they can successfully teach a block of the curriculum according to the MarriageCare model to receive certification. The impact of this course will enable Chaplain Corps members to facilitate MarriageCare retreats at their local units Air Force–wide. 20 Contact Hours	
NATIONAL SECURITY SPACE INSTITUTE		
Page	Reads in 2012-2013 AU Catalog	Should Read – effective 1 October 2013
193	Program Description. Students learn about space system acquisition, capabilities, and employment at the operational, tactical, and strategic levels across the range of military operations. Students also learn about space power’s strategic contributions to national security as well as national policy considerations and strategic thought within an international geopolitical environment. Space 200 is offered approximately 15–17 times a year; Space 300 is held approximately 11–13 times a year.	Program Description. Students learn about space system acquisition, capabilities, and power at the operational and strategic levels. Space 200 is offered approximately 15–17 times a year; Space 300 is held approximately 11–13 times a year.
AIR FORCE SMART OPERATIONS FOR THE TWENTY-FIRST CENTURY BLACK BELT CERTIFICATION COURSE		
196	Insert effective 1 October 2013: Air Force Smart Operations for the Twenty-First Century Black Belt Certification Course <i>Internet Address</i> http://www.au.af.mil/au/ecpd Program Description. The Air Force Smart Operations for the Twenty-First Century (AFSO21) Black Belt Certification Course is intended to ensure a basic understanding of why, how, and when each of the process improvement methodologies should be used. The course will provide a limited approach to the relationships between Lean (L), Six Sigma (6S), Theory of Constraints (ToC), and Business Process Reengineering (BPR). This course is the bedrock of a more robust process improvement initiative, providing the education required by all potential members of a team charged with process improvement. Learning Outcomes. Learning in this course will allow students to provide value to the USAF by supplying them with the tools to lead efforts to	

	<p>maximize value and eliminate waste in all environments—operational, support, and otherwise—and fully integrate continuous process improvement (CPI) across the Air Force.</p> <p>Faculty. All instructors are experienced (black belt certified) active-duty, Reserve, Guard, US military, and/or DOD Civilians.</p> <p>Duration. This course lasts 10 academic days.</p> <p>Eligibility. This course is open to all active-duty Air Force, Reserve, and Guard officers and DOD civilians and enlisted personnel in the grades of TSgt–CMSgt. Except in rare instances, students are required to complete AFISO21 Green Belt certification prior to attending this course.</p> <p>Completion Requirements. Upon completion of the training, the students are prepared to assist leadership in executing Lean, Six Sigma, and Theory of Constraints projects or to assist experienced greenbelts in conducting process improvement events. The students will also be prepared to mentor new students and teach in the L/6S/ToC/BPR areas taught in the course.</p>	
	<p style="text-align: center;">Course Description</p> <p>MAISO2101 Black Belt Certification Course 80 Contact Hours</p> <p>This course includes advanced process improvement methodologies, group dynamics, facilitation, and process engineering training in a classroom environment followed by participation and application of skills in a series of lean, process reengineering, or other CPI events or projects in more than one CPI methodology, with one or more events at a cross-functional or enterprise-wide level. Green belt certification is a prerequisite for black belt training. The DOD course, sponsored by SAF/USMS, satisfies black belt certification requirements.</p>	
	ABBREVIATIONS	
Page	Reads in 2012-2013 AU Catalog	Should Read – effective 1 October 2013
255	Insert: GSC Grand Strategy Concentration	
255	GSP Global Security Program; Grand Strategy Program	GSP Global Security Program